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ABSTRACT

The purpose of this practicum was to develop a supplemental reading program to meet the reading needs of upper-grade pupils in the elementary school. This program utilizes commercial television programs as the medium for: viewing of the taped program; reading of the program script; instruction in word knowledge, decoding, and comprehension skills of reading; discussion and dramatization of the oral language skills; and creative and expository written language skills. The program originated in the Philadelphia School District, and has been revised and adapted to a Brooklyn public school in order to serve the particular needs of the school and to serve as a pilot for the district's and New York City's schools. (Author/JM)

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ADAPTING AND IMPLEMENTING A PILOT TELEVISION - READING - LANGUAGE ARTS PROGRAM

by Lillian R. Dinofsky

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

CS002428

New York City Cluster
Dr. David Seeley

Maxi II Practicum
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ABSTRACT

The purpose of this practicum was to develop a supplemental reading program to meet the reading needs of upper grade pupils of the elementary school. The program entitled, "Adapting and Implementing a Pilot Television - Reading - Language Arts Program", utilizes commercial programs as the medium for: viewing of the taped program; reading of the program script; instruction in word knowledge, decoding, and comprehension skills of reading; discussion and dramatization of the oral language skills; and creative and expository written language skills.

Originated in the Philadelphia School District, this program has been revised and adapted in Public School 153, Brooklyn, New York, to serve the particular needs of the school and to pilot a model for the district's and the city's schools.

INTRODUCTION

Commercial television is the recreational activity at which children spend more time, in varying amounts, than they do reading. The utilization of popular activity as a medium for reading and language arts instruction and to meet the needs of the less able reader, the one not likely to select reading as a recreational activity, made selection of this program logical.

The introductory sections of this report present an identification of the educational problem and needs, in the school, the target population, and a statement of program objectives.

Succeeding sections describe program genesis and implementation, its operation, its curriculum and materials, and its instructional procedures.

Evaluation, in the next section, is reported in terms of objectives achieved and problems encountered. Recommendations are included for program revision and implementation for the School Year 1975-76.

The final section includes the following appendices:

APPENDIX A - COMPARISON GRADE LEVEL PERCENTAGE SCORES - GRADES 2-6 - APRIL 1973 AND APRIL 1974

APPENDIX B - DIAL 21 - GILLIGAN'S ISLAND T.V.-LANGUAGE ARTS PROGRAM

APPENDIX C - T.V.-LANGUAGE ARTS PROGRAM THE PHILADELPHIA STORY MEMORANDUM NO. 1

APPENDIX D - LESSON PLANS

APPENDIX E - T.V. LANGUAGE ARTS PROGRAM CRITERION REFERENCED TEST RESULTS MEMORANDUM NO. 2

APPENDIX F - T.V. LANGUAGE ARTS PROGRAM PROCESS EVALUATION MEMORANDUM NO. 3

APPENDIX G.- NORM-REFERENCED TEST RESULT TABLES METROPOLITAN READING TESTS APRIL 1974 AND APRIL 1975

APPENDIX H - CRITERION REFERENCED TESTS UNIT TESTS

APPENDIX I - T.V.-READING-LANGUAGE ARTS PROGRAM TEACHER'S EVALUATION

APPENDIX J - PUPIL'S ACTIVITY EXERCISE

APPENDIX K - QUESTIONNAIRE TO PARENTS PRESENTLY IN THE T.V.-READING-LANGUAGE ARTS PROGRAM

APPENDIX L - FILM SLIDES OF THE T.V.-READING-LANGUAGE ARTS PROGRAM

ADAPTING AND IMPLEMENTING A PILOT TELEVISION - READING - LANGUAGE ARTS PROGRAM

by Lillian R. Dinofsky

PROBLEM AND NEED

I. City-Wide Problem

New York City's Decentralization Law includes the mandate to publish a school rank report annually based upon standardized reading tests given during the seventh month of each school year and administered to all pupils, Grades 2-12. Schools are ranked in order of the percentage of its pupils reading at or above the .7 "on grade" level. Among the results of this annual practice, school and district heads have been held accountable for the rise or decline in scores and some have even faced highly publicized charges of "irregular" practices in the preadministration, administration, and post administration of the tests. Although statisticians and educators alike question the significance of the .7 as statistical guide (norm error) or as the prime factor for assessing professional competence, such judgment is made by many community school boards and parent groups. Therefore, principals of schools and superintendents of districts in New York City do concern themselves with the problem of raising of test scores.

II. School Problem

A steady decline in the percentage of pupils reading at or above grade level has been evident from 1970-1974. The percentage has gone from 54.0% in 1970 to 50.0% in 1974. A study of school test results for the last two years[1], when the decline was greatest, reveal:

A. An increase in the percentage of pupils reading just below the .7 grade norm - i.e. pupils reading from 1-9 months below the .7 norm.

B. An increase in the percentage of pupils in the poverty category (as measured by the numbers of children eligible for free, school lunch).

C. The increase of the above two factors is most evident in Grades 5-6.

Further study revealed that the poverty population increase are pupils who, while they themselves speak English, come from homes where parents speak a foreign language. This immigrant family group is a new and increasing population into the school and its middle-class community. Approximately 7-10% of our pupils come from this foreign language/poverty background.

Various class organizational patterns (homogeneous, skip-group, heterogeneous) and a variety of supplementary

1. See Appendix A, Comparison Grade Level Percentage Scores, Grades 2-6, April 1973 and April 1974.

reading programs[2]. have failed to halt the decline in reading achievement scores. Because the T.V.-Reading-Language Arts program is heavily weighted in word knowledge and word decoding skills, and the need most evident in the foreign language/poverty target group[3]. are these reading skills, the program appeared to be the one which would best meet our needs. The fact that T.V. viewing is a popular recreational activity assured the program's receptivity.

It should be noted that the practitioner has the opportunity of solving the problem of declining reading test scores through administrative means rather than through program implementation of any kind. The facts which obtain are:

The city announced a policy, during the 1973-74 School Year, designed to raise educational standards, of retaining in the grade any child whose test score is one or more years below grade level. The principal has the option of retaining pupils in grades below the terminal grade. No option is given for the terminal grade. Therefore, by retaining sufficient numbers of pupils, in each grade, Grades 2-5, who read one year below grade level for one year, the percentage of children reading at grade

2. The practitioner has chosen not to replace but rather to supplement the basic reading program because the basic program has been meeting the reading needs of at least 50% of school population.

3. See Appendix A, Op. cit., Grade 6.

level is increased the following year. The children involved have not improved in reading skills; they merely contribute to the raising of the school's statistics. Therefore, the practitioner has chosen programs, among which is the T.V.-Reading-Language Arts Program, as a means toward meeting learning rather than statistical ends.

The practitioner has chosen, too, to retain the school's basic reading program because it has proved successful for half of the school's population - the national norm. The T.V.-Reading-Language Arts Program supplements the basic reading program as have other, previously instituted reading programs.

PROGRAM OBJECTIVES

I. Objectives for Pupils

A. The prime objective of this program is to raise the reading scores of Pupils, Grades 4-6, who read just below the reading norm (.1 to .9 below norm) up to grade level as measured by a norm-referenced, standardized, city-wide test - the Metropolitan Reading Tests. These pupils represent 22% of the population and 7% - 10% of them are in the foreign language background/poverty group.[4.]

B. Other objectives are:

1. To increase the ability of the target pupils in word knowledge, usage, and word decoding skills.

2. To increase the ability of the target pupils in comprehension skills of main idea, inference details, and sequence.

3. To provide target pupils with continual reading success.

4. To stimulate higher levels of oral and written expression.

5. To motivate children to read as a leisure time activity.

6. To provide children with an understanding of television's technique and art in order that they become a more discriminating and appreciative audience.

7. To make learning in school a more enjoyable experience.

4. See Appendix A, Op. cit., Grades 2-6.

II. Objectives for Teachers

A. To encourage, support, and reinforce pupil growth in reading and language art skills.

B. To cooperatively plan and work with colleagues and supervisors for program implementation and improvement.

C. To acquire the knowledge and skill to use the medium with ease.

D. To increase skill in the teaching process (lesson sequence), in the construction of materials of instruction (pupil activities), and evaluation procedures (tests).

E. To provide a professional service to colleagues in the school and the district's and city's schools which will help meet the learning needs of their pupils.

PROGRAM IMPLEMENTATION

I. History - "The Philadelphia Story"

The program was initiated in the Philadelphia School District five years ago. Commercial television programs[5]. serve in a program of viewing of the taped program; reading of the scripts; instruction in the reading skills of word knowledge, word decoding, comprehension and research skills; discussion and dramatization of oral skills; and creative and expository writing skills.

It serves as a basic reading program in sixty of their schools. Although no "hard data" has been available to date, the Philadelphia School District reports that the program has had a salutory effect upon reading abilities of large groups of reading retardants in the middle and upper grades of their elementary and junior high schools.

Pilot schools in several states have implemented the program. No school in New York City had initiated it.

In August of 1974, Dr. Michael McAndrews, T.V. Program Coordinator, Philadelphia School District, addressed a conference of our district's principals at which he described the program and its effect. Early in the fall, the practitioner joined a group of principals in a visit to the Rhodes School, a middle school in Philadelphia, which was one of the schools to originate the program.

Classroom observations, examination of materials, and conferences with the district's supervisors, the principal,

5. Through the cooperation of the National Academy of Television Arts and Sciences.

and staff members, convinced several of us that the program was worth initiating.

From among the volunteers, the practitioner's community superintendent selected three principals to initiate the program and serve as pilot schools for the district. The practitioner was one of those selected.

The practitioner described the program at a faculty conference and asked Teachers, Grades 4-6, to volunteer for the program. From among the volunteers, six teachers were selected, two from each grade, who were willing to:

1. Drop their present supplementary reading program.

2. Substitute the prescribed oral and written communications program for a newly developed one integrated with the T.V. Reading Program.

3. Work in a team to develop curricula, lesson plans, materials of instruction, and evaluation instruments without compensation (time or money).

4. Visit Philadelphia to observe the program and assume the transportation costs for the purpose. (Salary and "absence bank days" were not to be deducted.)

5. Attend workshops, without time or money compensation, in order to learn to operate the video-tape equipment.

Originally, P. S. 153 was one of three of the district's thirty schools selected to pilot the program; then twenty schools in the district started the program but only eleven schools have maintained it to date. After our school demonstrated the program at the Learning Cooperative[6]., supervisors and teachers from ten schools of other districts visited the practitioner's school, four have initiated the program and continue to observe lessons and consult with our staff.

II. Implementing the Program

The T.V. - Reading - Language Arts Program differs in curriculum content, procedure, and mechanics from our school's other supplementary programs. The other programs, which include machine reading, high interest story tapes, individualized reading (Scholastic), diagnostic/prescriptive (IPI), are self-contained reading "packages." The curriculum and method are described in teacher manuals. Although some curriculum materials, for some of the T.V. programs, are available in the teacher manuals we have obtained from the Philadelphia School District, much had to be developed at the school. However, it should be noted, that Philadelphia's manuals have served as excellent "starting points" and guides for the work we have done.

The T.V. Program differs, too, from our other supplementary reading programs in that all of the other communication skills - i.e. listening, speaking, and writing - are directly related to the program and require curriculum

6. See Appendix B. Dial 21, Gilligan's Island, T.V. Language Arts Program.

construction and procedural development. While the other language arts may be correlated to other supplementary reading programs, they are not an integral part of them.

To mitigate some of the work of teachers in the T.V. Program, the practitioner decided upon a modified team teaching and team planning approach. Since the entire staff of our school has had experience with team teaching,[7] the procedure itself did not impose another burden upon the teachers. The approach, through a series of group and individual conferences, serves as a method of shared responsibility and a method of teacher-training.

A. Group Conferences:

1. Visiting Philadelphia. On practitioner's second visit to Philadelphia's Rhodes School, she was accompanied by the six teachers,the school's corrective reading teacher, the school's former corrective reading teacher (retired and a volunteer reading consultant in the school), and the district's reading consultants. Again, Philadelphia's district personnel described the program, we observed class lessons, we examined program materials and conferred with the school's principal and staff.

2. Philadelphia staff visits P.S. 153. Philadelphia's program coordinator spent one day at our school demonstrating a lesson and explaining procedures for our staff members and for supervisors and staff of the other two pilot schools.

7. Our school has had modified team teaching for Teachers, K-6, in our school's Science Laboratory Program for the last three years.

3. Implementation Conference. Following the visits, our six teachers, our corrective reading teachers, both supervisors, and one of the district's reading consultants met to plan the program's implementation. The memorandum, following this conference, is now used by the district as a model for initiating the program.[8]

4. Workshop training. The school's assistant principal conducted two lunchtime training sessions during which the teachers were trained in the mechanics of operating the video-tape deck and camera.

5. Team meetings:

a. Lesson planning meetings are held at least twice weekly with members of each team and a supervisor and one of the school's reading consultants. (There were two teams of three teachers, each. One of the teams worked with the "I Love Lucy" program; the other with the "Gilligan's Island" program. Presently, all six teachers are working on the same program, "The Courtship of Eddie's Father", because there are no guides available from Philadelphia for this program.) During the first meeting, teachers decide upon the general content and sequence of the following week's four lessons and which teacher will write which lesson and/or which materials each teacher will construct (e.g. pupil worksheets or tests). At second meeting, teachers share and evaluate materials. Between the first meeting, on Monday, and the second meeting

8. See Appendix C, T.V. Language Arts Program, The Philadelphia Story, Memorandum No. 1.

on Thursday, each member of the team will have had at least one conference with the supervisor. The four lessons and the materials are duplicated and used by all members of the team.[9.]

b. Post demonstration conference. One member of the team demonstrates one of the four lessons for the team members, a supervisor, and, frequently, one of the corrective reading teachers. The lesson selected has been written by the demonstrating teacher. The lesson selected is one which best represents procedure and/or is one which is most difficult in concept or content. The responsibility for demonstrating is rotated among team members. After the demonstration, team members analyze the lesson and decide upon any needed procedural change. As a result of such meetings, and analysis of unit test results,[10.] two major changes in lesson pattern were made:

1) Each lesson begins with a pretest to determine which word knowledge, decoding, comprehension, or language arts skill requires instruction during the lesson; each lesson ends with a post test to determine learning success. This procedure was demonstrated at a city-wide conference of superintendents[11.] and has become standard procedure for the district's schools.

9. See Individual Conferences with Supervisor, below.

10. See Evaluation, Criterion - Reference Tests, below.

11. See Appendix B, Dial 21, Gilligan's Island, T.V. Language Arts Program.

2) Script reading is confined to one or two lines and is alternated with tape viewing. The amount to be read before viewing that portion of the script is determined by how much information is given in the script (in the form of dialogue and direction to actors) and how much information is revealed by the camera. For example, the "I Love Lucy" script is amply written and director's instructions are detailed. Therefore, for this program, longer portions of the script are read and longer portions of the film are viewed. On the other hand, "Gilligan's Island" script and direction are meager; meaning is dependent upon the camera. Therefore, sometimes phrase by phrase must be read and alternated with frame by frame viewing. The procedure is not unlike the one employed in programed instruction.[12] This procedure has not been adopted by the district's schools, as yet, because it requires highly refined teacher skill in script and film analysis, timing and pace, and ease with the mechanics of the tape deck. One of our own teachers has yet to master these skills.

6. Evaluation meetings:

Semi-monthly evaluation is made of materials of instruction, test results,[13] program needs, or general complaints. As a result of such meetings, program revision

12. See Appendix D, Lesson Plans, "Gilligan's Island."

13. See Appendix E, T.V. Language Arts Program, Criterion Referenced Test Results, Memorandum No. 2.

was made - i.e. we no longer write social studies curriculum to correlate with the program as we had initially done; we require visitors to set advance appointments in order to schedule a group for a particular day instead of having a single visitor almost every day; we have revised lesson plan format.[14] (Teachers no longer write detailed lessons.)

B. Individual Conferences With Supervisor:

1. Lesson preplanning. Each team member meets weekly, before or after school session, to preplan the lesson(s) and materials of instruction for which she is responsible. Depending upon teacher need, the lesson may be written with the supervisor at the session. It is gratifying for the practitioner to note that at the beginning of the program, teachers met with the practitioner only. Now teachers meet either with the practitioner, or the assistant principal, or one of the corrective reading teachers.

2. Lesson reviewing or editing. All lessons and materials of instruction are reviewed and edited (or revised) by the practitioner, or the assistant principal, or by one of the corrective reading teachers, before the materials are duplicated and distributed for use by all members of the team.

3. Post observational conference. All teachers in the program have been observed at least once by the practitioner. Teachers requiring more assistance were formally observed two or three times (at least once by the practitioner and then by the assistant principal). Formal

14. See Appendix D, Lesson Plans, "Courtship of Eddie's Father."

observations are followed by a conference between the teacher and the supervisor. Areas of needed improvement and means of improving are discussed and agreed upon before the formal report is written. Before the lesson is observed, the teacher has the option of reviewing her plans with the supervisor. Lesson practices for evaluation are similar to those listed in the "Video Process Evaluation, Teaching Questionnaire."[15] The procedures for formal observation are identical for all teachers in all programs and in all curriculum areas; different, only, are the items which are unique to a particular program (e.g. in the T.V. Program, mechanics of operating the video-tape deck).

15. See Appendix F, T.V. Language Arts Program, Process Evaluation, Memorandum No. 3.

EVALUATION

I. Product Evaluation

A. Norm-Referenced Tests[16].

The effectiveness of the T.V. Program is herein evaluated for children of various reading abilities, at three different grade levels, for three separate sets of criterion measures drawn from the Metropolitan Achievement Test. These are: word knowledge scores, reading comprehension scores, and total reading scores. A one-way analysis of variance, comparing differences between experimental and control group means, was the basic research statistic, with covariance employed only where pre-experimental differences between experimental and control groups indicated it was necessary. A .05 level of significance was used. Results are reported separately for grades six, five, and four.

1. Design.

April 1974 Metropolitan Achievement Test word knowledge, reading comprehension, and total reading scores were used as pretest scores for all subjects. Total reading scores from this test were also used as a basis for stratifying students into categories of on: or above grade level - Group 1, up to one year below grade level - Group 2, and more than one year below grade level -

Group 3. Specifically, sixth grade students who had received a total reading score of 5.7 or above on their fifth grade reading test the previous April were considered to be on or above grade level; students who had received a

16. See Appendix G, Norm-Referenced Test Result Tables, Metropolitan Reading Tests, 1974, 1975.

total reading score of between 4.8 and 5.6 were considered to be up to one year below grade level; and students who had received a total reading score of 4.7 or below were considered to be more than one year below grade level. Previous year scores of 4.7 or above, between 3.8 and 4.6, and 3.7 and below were used as criterion for the grouping of fifth grade students, with previous year scores of 3.7 or above, between 2.8 and 3.6, and 2.7 and below used as criterion for the grouping of fourth grade students. At the beginning of the 1974-75 School Year, students in each of these three groups at each grade level were assigned to classes which received either experimental or control treatments in the form of supplemental reading instruction. Experimental groups were exposed to the supplemental T.V. Program; control groups to other supplemental reading programs. The Metropolitan Achievement Test was administered as a post test in April 1975. Scores were once again obtained for word knowledge, reading comprehension, and total reading.

2. Statistical Treatment.

In order to insure the equivalency of each experimental and control group prior to the initiation of the treatment, a one-way analysis of variance was done on pretest scores for word knowledge, reading comprehension, and total reading for each of the three groups at each of the three grade levels. Results of these pretest analyses of variance are presented in TABLES 1 through 6. Equivalency was established for all groups except the on or above grade level group,

Group 1, at grade five. Here, as may be seen in TABLES 3 and 4 the control group means were significantly higher than the experimental group means for all three criterion variables. On word knowledge the control group obtained a mean of 7.219 in comparison to the experimental group's mean of 5.809 resulting in an $F(1,18) = 7.236$. On reading comprehension scores the

control group's mean was 8.040 in comparison to the experimental group's mean of 5.280 resulting in an $F(1,18) = 17.498$. For the total reading score the control group obtained a mean of 7.939 in comparison to the experimental group's mean of 5.390 resulting in an $F(1,18) = 17.236$. All F ratios far surpassed an $F(1,18) = 4.41$ required for significance at the .05 level. Since these groups differed initially on the variables under consideration, it was necessary to employ an analysis of covariance when examining their post test scores on these variables. Equivalency in pretest scores between all of the other experimental and control groups, on all variables, permitted use of an analysis of variance to compare post test means for word knowledge, reading comprehension, and total reading.

3. Analysis of Post Test Results - Sixth Grade.

TABLES 7 and 8 present the results for the analysis of post test scores for the variables of word knowledge, reading comprehension, and total reading at the sixth grade level. In no instance does an F ratio reach the critical value required for significance at the .05 level. Thus, there are no significant differences between any of the three experimental and control groups

on any of the three reading assessments. Obtained differences between experimental and control group means are assumed to have occurred by chance. The experimental program was not effective in producing differences in achievement in word knowledge, reading comprehension, or total reading for children who were reading on or above grade level, up to one year below grade level, and more than one year below grade level prior to the initiation of the special reading program.

4. Analysis of Post Test Results - Fifth Grade.

Results of the analysis of fifth grade post test scores on word knowledge, reading comprehension, and total reading are shown in TABLES 9 and 10. Neither the analysis of covariance between experimental and control group means for Group 1, nor the analysis of variance between experimental and control group means for Groups 2 and 3 showed any significant differences. This indicates that obtained mean differences occurred by chance. At the fifth grade level, as at the sixth, the experimental program was not effective in producing differences in achievement in word knowledge, reading comprehension, or total reading for children who were reading on or above grade level, up to one year below grade level, and more than one year below grade level prior to the initiation of the special reading program.

5. Analysis of Post Test Results - Fourth Grade.

As may be seen in TABLES 11 and 12, there is some variability in the effectiveness of the program at the fourth grade level. For children reading on or above grade level no significant F ratios were obtained for the analysis of variance on the three types of reading scores. From these findings one may conclude that the regular supplementary reading programs were equally as effective as the experimental program for these youngsters.

For children reading up to one year below grade level the F ratio for the variable of reading comprehension, $F(1,34) = 4.982$, was found to be significant at beyond the .05 level. The experimental group's obtained mean score of 4.516 was significantly higher than the control group's obtained mean of 3.861, indicating that the experimental reading program was effective in producing greater gains in achievement in reading comprehension than were the other supplemental reading programs. Nonsignificant F ratios for the other two sets of reading scores suggest that all types of supplemental reading instruction are of equal value in affecting achievement in word knowledge and total reading for this group.

The experimental program was found to be most effective for youngsters who were reading more than one year below grade level. Obtained means for the experimental group were significantly higher than means for the control group on two of the three assessment variables. On word knowledge the experimental group obtained a mean score of 3.333 in comparison to the control group's mean of 2.375. The $F(1,15) = 16.788$ was significant at beyond the .05 level. On total reading the experimental

group obtained a mean score of 3.355 in comparison to the control group's mean of 2.375 with the $F(1,15) = 9.430$ also significant at beyond the .05 level.

6. Summary.

An analysis of variance technique, supplemented by covariance where appropriate, was utilized to assess the effectiveness of the supplementary T.V. program for children of various reading abilities, at three different grade levels, and on three separate sets of criterion measures drawn from the Metropolitan Achievement Test. No differences in achievement were found between children exposed to the supplemental T.V. program or to the other supplemental programs for any of the ability groups at either the fifth or sixth grade levels. No differences in achievement were found for children reading on or above grade level at the fourth grade level. The program was found to be effective in producing significantly higher achievement in reading comprehension for fourth grade children reading up to one year below grade level and in producing significantly higher achievement in word knowledge and total reading scores for fourth grade children reading more than one year below grade level.

B. Criterion - Referenced Tests[17].

At the end of each unit (i.e. the complete program), teachers administered a unit test[18]. in comprehension and word knowledge skills. The tests were constructed by each team of teachers, the "Gilligan" and the "Lucy" teams.

Test results were favorable for the "Lucy" group and were unfavorable for the "Gilligan" group. An examination and comparison of the test contents indicated that the "Gilligan" test contained more items and more difficult vocabulary than did the "Lucy" test. However, we decided not to revise the "Gilligan" test but to administer the same test, at the end of the unit, to the new population. (Teams exchanged programs and materials.) We wanted to see whether the change of variable, the instructional process change,[19]. would change test results. Test results for the "Lucy" tests[20]. administered to Population A in February 1975 and to Population B in March 1975 are compared; test results for the "Gilligan"[21]. tests administered to Population B in February 1975 and to Population A in March 1975 are compared below:

1. All learning levels of Populations A and B, on/above grade, those up to one year below grade level, and those two years below grade level, achieved

17. Scriven, M., Evaluation, A Study Guide for Educational Administrators. Nova University, Fort Lauderdale, Florida, 1974, Pp. 48-50.

18. See Appendix H, Criterion-Referenced Tests (Unit Tests)

19. See Post demonstration conference, P.12 , Item 5, b., 1) and 2), Above.

20. See Appendix E, T.V. Language Arts Program, Memorandum No. 2.

21. Ibid.

higher scores in both the comprehension and word knowledge tests of "Lucy" and"Gilligan" when tests were administered in March 1975 than they achieved when these tests were administered in February 1975.

2. Significant gains were made by Population A, all learning levels, in word knowledge test of "Gilligan" when the test was administered in March of 1975. Of

particular significance,are the gains made by the target group, those up to one year below grade level, and those made by the lowest level group, in word knowledge - from 13% on 2/75 passing to 88% passing on 3/75 and from 13% passing on 2/75 to 77% for these 2 respective learning level groups.

3. When the tests were administered in February 1975, to Population A ("Lucy") and to Population B ("Gilligan"):

a. Both populations achieved higher results in the comprehension than in the word knowledge test.

b. Population A ("Lucy") achieved significantly higher results in both reading areas than did Population B ("Gilligan").

c. The pupils reading on/above grade level, Group I, of both populations achieved higher results in comprehension and word knowledge than did pupils reading one year below grade, Group II, and pupils reading two years below grade level, Group III.

d. In Population A ("Lucy"), the pupils of Group III, more pupils achieved higher results than did those of Group II.

4. When the identical tests were administered in March 1975 to Population A ("Gilligan") and to Population B ("Lucy"):

a. All learning levels, Groups I, II, and III, of Population A ("Gilligan") achieved significantly higher results in word knowledge than did those levels of Population B.

b. All learning levels of Population A achieved higher results in comprehension than did these levels of Population B.

c. Groups II and III of Population A achieved higher results in both comprehension and word knowledge tests.

d. All three groups of Population B achieved higher results in the word knowledge test.

e. Group II, the target group, of Population B, achieved higher results in word knowledge than did this Group of Population A.

Generally, all learning level groups showed higher test results when the teaching procedure was changed to approximate that of programed instruction.

And, as measured by these criterion-referenced tests the following program objectives:

1. To increase the ability of the target pupils, those reading up to one year below grade level, Group II, in word knowledge and comprehension skills (Objectives for Pupils, B1 and B2, Above) were met.

2. To encourage, support, and reinforce pupil growth in reading (Objectives for Teachers, II A, Above) was met.

3. To cooperatively plan and work with colleagues and supervisors for program implementation and improvement (Objectives for Teachers, II B, Above) was met.

4. To acquire the knowledge and skill to use the medium with ease (Objectives for Teachers, II C, Above) was partially met.

5. To increase skill in the teaching process, etc. (Objectives for Teachers, II D, Above) was met.

II. Process Evaluation[22].

A. Teachers' Evaluation

Teachers' evaluation of the program[23]. indicated the following:

1. Group conferences for workshop training in the use of the video-tape, cooperative lesson planning, post demonstration conference were rated from "most valuable"

22. Stufflebeam, D.L., et al., Educational Evaluation and Decision Making, Itasa, Illinois: F.E. Peacock, Inc., 1971. (Chapter 7).

23. See Appendix I, T.V.-Reading-Language Arts Program, Teachers' Evaluation.

to "of some value" by all six teachers. Only one teacher found little value in the group conference for program implementation.

2. Individual conferences with a supervisor for lesson preplanning, reviewing, and analysis were rated from "most valuable" to "of some value" by all six teachers.

Lesson form was rated "most valuable" by all six teachers. (The form requirement was changed from a detailed, step-by-step, description to a mere outline of procedure and pupil activities.) Four teachers found the formal, observational report "of some value" or "valuable"; one, "of little value"; and one, "of no value at all."

3. Lesson evaluation indicated that all the teachers found writing of lessons, observing a questioning technique demonstrated by a supervisor, viewing ones own performance on video-tape, using the "Teaching Questionnaire",[24] and the combination of the viewing with the use of the questionnaire as most valuable or valuable. Five teachers found the using of colleagues' lessons and observing lessons demonstrated by colleagues valuable; one teacher found colleagues' lessons "of little value"; one, found observing a colleague "of no value at all." One teacher could apply the special lesson procedure to other curriculum areas; five could not.

4. The materials of the program were rated appropriate, accessible, effective by all of the teachers.

24. See Appendix F, Video-Process Evaluation, Teaching Questionnaire, Memorandum No. 3.

Comments in this area were that materials were accessible when the video tape was not out for repair (which was frequent) and when tapes and scripts were received from Philadelphia on time. (We had a two week's delay for one set of materials.)

5. Two of the teachers rated professional literature[25]. valuable; none of the other teachers found references valuable. However, comments indicated that the teacher guides which were available for "Lucy" and "Gilligan" did serve as valuable resources.

6. Acquisition and retention of knowledge, skills, and concepts were highly rated for all three learning level groups.

7. Increased interest in reading was rated high by six teachers for the target group; by three teachers for the lowest group. This item was rated low by all teachers for the top level reading group. One comment indicated that the on/above level readers already had an interest in reading and no increased interest had been evidenced.

8. Reading research and expository writing skills were rated low by all teachers for the three learning levels. Comments in these areas indicated that

the school's regular social studies curriculum and its regular language arts program (which was discontinued for the T.V. Program) lent themselves better to teaching and learning in these content and skill areas.

25. See Wilkinson, Janice, Fifth Graders Make a Videotape, Instructor, 80 (August-September, 1970), 148-149.

9. Oral and creative writing skills received favorable rating by all teachers for all three learning levels. The practitioner's own observations indicated that pupils did improve in their oral reading skills, were articulate in the questions they asked of each other and of the teacher, responded articulately to questions asked, and participated eagerly and successfully in dramatization roles during the course of lessons in the program.

Scripts written by children, complete with actor and camera directions; and an original video tape play which was written, filmed, directed, and acted by pupils will be on display at the International Reading Association Convention, the Hilton Hotel, on May 15, 1975. One class is now compiling a "Lexicon of Colloquialisms" because their current T.V. program, "The Courtship of Eddie's Father" is replete with slang.

10. Comments regarding the social-emotional reaction of pupils were favorable, such as: close to 100% attendance on the four days of television viewing - including the attendance of a previously chronic truant; children, all levels of learning ability "love" the program; and one teacher now substitutes the "No T.V." for the "No Gym" threat when the class is disorderly. The practitioner has observed that during the television lessons all children, with almost no exception, are completely attentive and absorbed.

11. Teachers in the program report that during class meetings with parents, comments have been favorable.

During grade and general parents' association meetings, parents of children in the program have commented favorably and several parents, whose children are not in the program, have asked why all classes do not have the program.

One teacher, who had requested that she be permitted to drop the program because she found the number of visitors disturbing, was granted permission to do so. It should be noted that this teacher is the least skilled in using the programed instruction technique which we had developed. Because of this fact, she was observed formally at least once each week by a supervisor. The formal observations may have contributed to her decision to drop the program. Nevertheless, one week after she dropped the program, she returned to it because she said she had been deluged with questions and requests from her pupils and their parents. In spite of my assurance that I would support her decision, and suggested she not yield to pressure, she did resume the program. We have reduced the number of formal observations and do not schedule visitors to her class.

12. Comments regarding the continuation of the program: 3 teachers wanted the program continued as it is; the others would modify it so that we have fewer visitors, reports, and less work; 4 teachers thought the program should substitute for rather than supplement the basic reading program; one teacher would like the program dropped; five teachers would like to continue the program

next year; one teacher was "not certain" she would like to continue in the program next year.

13. Final comments on the questionnaire were such as "exciting", "pupil motivating", etc.

B. Supervisor's Evaluation

Teachers originally used the medium as if it were a textbook. That is, children read one or two pages of the script and then viewed that portion of the video-tape or vice versa. Before and/or after each activity, there were discussions, dramatization, and oral reading. The lesson ended with an exercise[26.] to reinforce the skill taught during the lesson. The practitioner formally observed lessons given by all the teachers in the program. One teacher, a superior teacher, used the viewing to alternate with script reading in very small sections, - almost frame by frame viewing, returning to a line or two of the script, back to the viewing, etc.

The practitioner worked with the teacher to develop a lesson pattern which approximated the process used in programed instruction and she would demonstrate for her team, "Lucy", and for teachers of the "Gilligan" team.[27.] The lesson pattern included the writing of a step-by-step lesson plan to show the frequency of viewing and the amount of reading to be alternated with the

26. See Appendix J, Pupil's Activity Exercise.

27. See P.12, Team Meetings, Item 5 b.

viewing. Also each lesson started with a pretest and ended with a post test.

After the teacher demonstrated this procedure, all teachers adopted it. Not all teachers are equally skilled with this programed instruction methodology. However, test results indicated this teaching method did improve pupil learning.

As teachers continue to be observed formally and as they demonstrate for team members, they become more skilled and lessons move at an increased pace. Only one teacher continues to evidence difficulty in adapting to this new "style."

When the process training in this method began, teachers were required to write detailed lesson plans. Because teachers acquired a certain degree of skill in the method, and because the program requires an inordinate amount of teacher-made materials, mere lesson outlines are now accepted.[28].

This method was selected by our district and the Learning Cooperative personnel to be demonstrated to the city's superintendents as a "program that works."[29].

From the data obtained and analyzed, and from the practitioner's direct observation, it is concluded that the following program for pupils' objectives were met or partially met:

28. See Appendix D, Lesson Plans, Lesson No. 14 vs. Lesson Nos. II and III.

29. See Appendix B, Dial 21, Gilligan's Island, T.V. Language Arts Program.

1. To provide target pupils with continual reading success (Objectives for Pupils, Item I, B, 3, Above) was met.

2. To stimulate higher levels of oral and written expression (Objectives for Pupils, Item I, B, 4, Above) was partially met in that these levels were met for oral skills and creative writing skills but not for expository writing skills.

3. To motivate children to read as a leisure time activity was met for the target population (those approximately one year below grade level), partially met for the lowest reading level pupils (more than one year below grade level) and not met for the highest reading level pupils (Objectives for Pupils, Item I, B, 5, Above).

4. To make learning in school a more enjoyable experience was met (Objectives for Pupils, Item I, B, 7, Above).

It is the practitioner's opinion that all of the Objectives for Teachers (Objectives for Teachers, Item II, A, B, C, D, and E, Above) were met for five of the six teachers.

III. Parental Reaction

A. Parent Questionnaire[30].

A questionnaire was sent to parents. Of the 157 distributed, 150 were returned. Responses indicated

30. See Appendix K, Questionnaire to Parents of Children Presently in the T.V.-Reading-Language Arts Program.

a plurality of favorable reaction to the program. Specifically:

1. Most parents reported that their children enjoyed the program; only 10 reported that their children did not enjoy the program; 4 reported that their children hadn't mentioned the program at home.

2. Only 5 parents thought that television viewing should not be part of the school day. Favorable comments were that "it helps reading"; "it makes school more interesting"; "it has increased my child's reading, spelling, vocabulary, etc."; "my child loves it." Unfavorable comments included: "There is enough viewing of television at home"; and "Teachers should learn to teach."

3. For whether children now spend more leisure time reading, 15 parents reported that their children spend less time reading; almost an equal number of others reported that children spend more of their leisure time reading; and that there was no difference in the amount of time spent reading.

4. The majority of parents responded that children spend as much time viewing television at home as their children spent in this recreation before our program began. However, some of the favorable comments indicated that their children had become critical of the technical aspects of the shows they did view.

5. On the question of whether the program helped children's learning, 144 responded favorably, 5 negatively, and 3 that the program made no difference in their child's learning. Positive comments were: "... more interest in school ..."; "...good way to teach..."; "...vocabulary and spelling build up...", etc. Negative comments were: "...time waster..."; "...he just had fun...".

6. For the question whether the program should be continued next year, 137 thought it should be continued for all children, 3 for their children and all children, and 20 for on "special" children. The "special" children parents thought should be given the program were equally divided among gifted learners, average learners, and retarded learners.

7. Of the final comments, 142 were highly favorable; 6 were unfavorable; and 2 did not comment at all.

B. Informal Parent Reaction

Teachers reported parental enthusiasm and, in one case, parental pressure for the program. The practitioner's experience has been that parent leaders, the parent association executive board, has been highly receptive of the program. The association has sponsored luncheons for district and city personnel when all-day program conferences were

held at our school, have attended demonstration lessons, and devoted one of their evening meetings to a discussion of the program, and have offered to buy the school an additional set of T.V. deck and camera equipment.[31]

31. See Problems Encountered, Below.

From parental reaction, it appears that the following program objectives were met or partially met:

1. To increase the ability of pupils (perhaps included are the target pupils) in word knowledge, usage, and word decoding skills was met. (Objectives for Pupils, Item I, B, 1, Above.)

2. To motivate children to read as a leisure time activity was partially met. (Objectives for Pupils, Item I, B, 5, Above.)

3. To provide children with an understanding of television's technique and art in order that they become a more discriminating and appreciative audience was partially met. (Objectives for Pupils, Item I, B, 6, Above.)

4. To make learning in school a more enjoyable experience was met. (Objectives for Pupils, Item I, B, 7, Above.)

The effect of this new program upon the school is not too different from the effect of any new program in any school. Teachers are proud to be observed and consulted by colleagues and supervisors. In spite of their objection of "too much work" and "too many visitors", they have an almost chauvinistic attitude about the school, their abilities, their pupils' accomplishments. For instance, they will not accept for use the plans written by other teachers and supervisors in the district because they consider their own plans superior.

The public relations aspect of this program are similar, too. Parents have expressed admiration for the program, the school and the staff. Several parents, including executive board members of the parents' association have decided that ours is the best school in the district and in the city. The practitioner will not be surprised to hear from parents that the school is the "best in the world."

The program has had a salubrious affect upon school tone and morale. Fewer children misbehave, more children help one another in school, and more children work together on projects after school. The school's custodian has observed that our corridors and stairwells are now relatively free of graffiti.

IV. Problems Encountered

Problems encountered with curriculum content, teacher training, and administration of the program and the solution of these problems are discussed in other sections of this report. Some additional problems of the program were:

A. Financial

1. Our teachers were not compensated in time or money for the work of constructing materials for the program. This remains an unsolved problem.

2. The program requires a large amount of duplicated materials. The cost of paper has risen sharply and our annual school budget has been reduced. Therefore, the use of duplicated materials for classes not in new or special programs has been sharply limited. Children in classes conducting new programs are required to supply their own paper; and children do not write directly on the duplicated tests or practice exercise but use their own paper for the purpose. These have been expedient but not entirely satisfactory solutions.

3. Video equipment repair costs had been considerable because of the frequency of equipment use, and,

at the beginning of the program, lack of teacher and pupil skill in its use. This problem was brought to the attention of our School Community Council. The Chamber of Commerce member of the council obtained the volunteer services of a local merchant who now repairs our equipment. This solution is a satisfactory one for us because, in addition to solving our financial problem, it solves the problem of having the equipment out of the school for protracted periods and the resultant interruption of teaching and learning. The parent association gift of another set of equipment will be of further aid next year.

The practitioner has written a proposal for an ESEA Title III, Mini Grant. If approved, we should receive $3,000. to pay for the cost of paper, blank video tapes, and equipment repair but not for teacher salaries next year.

B. Human Relations

The district had received a $5,000. grant to pay teachers $13.80 per hour for writing materials for the program. Teachers were required to work at the district office, after school sessions. The practitioner was

invited to serve as a consultant (without compensation) during these periods.

Teachers of our school, who had been asked to write materials, have refused to work after school because of various conflicts --including college course commitments. They wanted to continue working at the school before session, during preparation periods, and during the lunch session. In addition, they felt that they should receive payment for the sets of materials we had already produced.

The conflict was resolved when two teachers did accept the assignment at headquarters on the condition that they would write materials for programs other than the ones we had completed. The practitioner serves as a consultant during these work sessions.

PROGRAM CONTINUATION

The prime objective of the program, to raise the reading level of pupils reading approximately one year below grade norm, as measured by a norm-referenced test, was not met. Most of the other objectives for pupils and teachers were met and some, partially met. Since this program was no less successful than other supplementary reading programs, in many areas more successful, and since the program is so well received by pupils, teachers, and parents, the practitioner plans the continue the program for at least another year. It is possible that duration of the program may be the factor necessary to solidify gains in word knowledge and reading comprehension skills.

School schedules will be adjusted so that Grades 5 and 6 will departmentalize for the four, weekly supplementary programs. Pupils who had been in the T.V. program will continue in the program. Similarly, pupils who had been in the other supplementary programs will continue in those.

The present Grade 3 pupils will be randomly selected for placement in two of the Grade 4 classes conducting the program. And similarly, the other pupils will be randomly selected for the other supplementary programs.

With the cooperation of the receiving junior high school, a study will be conducted of reading test scores of our present Grade 6 at the end of Grade 7 who will not have had the second year of exposure to the program. Records of our graduating pupils have been tagged for ready identification.

Because the Metropolitan Reading Achievement Tests are no longer used in the city-wide testing program, testing at the junior high school will be conducted by our staff; also, tests will be scored by our staff.

Teachers of Grades 4-6 who choose to remain in the program, and those electing the program will be so permitted. Should too many teachers choose the program, preference will be given to those teachers who already have had the experience. This procedure has the advantage of teacher selection. That is, those choosing to remain will be those who have had success with it and willingly contribute the additional time and effort. Those entering the program, will do so with an appreciation of the work involved. Neither group will be compelled to choose the program because of parental pressure - which has been considerable this year.

Parents have been given the statistical findings and have been informed of the plans of limiting the number of children in the program. Therefore, with a limited number of children in the program, a limited number of teachers can conduct it.

We have been asked, by the district, to continue demonstrating the program for district and city personnel and shall do so. The practitioner will continue to serve as the district's consultant for developing program materials.

More time and effort, both supervisory and teacher, have been given to the program than had been anticipated. More of the school budget has been spent on this program than any other in the school. Much of this time, effort, and money have been given at the expense of other grades and other school programs. Nevertheless, the practitioner feels that if children's reading skills can be improved, the most significant determinant of school success, then the program is worthwhile continuing. Perhaps, too, the enthusiasm for learning which was sparked, will continue and help keep youngsters in school who would otherwise join the "drop out" or "push out" corps.

Finally, television is a powerful medium, or, as McLuhan has written: "Societies have always been shaped more by the nature of the medium by which men communicate than by the content of the communication."[32]. If we can harness this power by giving children an insight into its technology - its use of camera and language - we shall have provided a significant social service.

The practitioner looks forward to the continuation and improvement of the T.V. - Reading - Language Arts Program.

32. McLuhan, Marshall and Fiore, Quentin, The Medium Is the Message. New York, New York: Bantam Books, 1967.

A

COMPARISON GRADE LEVEL PERCENTAGE SCORES

GRADE 2

Teacher	Year	Class Type*	No. Tested	On or abuve Grade 2.7 W.K. No.	W.K. %	Comp. No.	Comp. %	Total No.	Total %
A	4/73	M	26	19	73%	19	73%	19	73%
A	4/74	M	24	15	62%	12	50%	14	58%
B	4/73	M	22	15	68%	13	59%	14	64%
C	4/74	M	27	12	44%	16	59%	14	52%
D	4/73	"	25	18	72%	18	72%	18	72%
E	4/73	"	25	18	72%	20	80%	18	72%
E	4/74	"	14	13	93%	13	93%	13	93%
F	4/74	"	15	12	80%	11	73%	11	73%
G	4/74	"	25	13	52%	13	52%	13	52%
H	4/73	"	24	17	71%	17	71%	17	71%
Grade Total	4/73		122	87	71%	87	71%	86	70%
	4/74		105	55	52%	54	51$	65	62%

*Class Type Key:
M = heterogeneous
S = slow
A = average
G = gifted

Date April 1973 and April 1974

Between 2.3 - 2.6											
W.K.		Comp.		Total		Poverty		Language		Guidance	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4	15%	3	12%	3	12%	4	15%	0	0%	1	4%
6	25%	3	13%	7	29%	6	25%	0	0%	2	8%
4	18%	4	18%	4	18%	2	9%	1	5%	2	9%
8	30%	5	19%	6	22%	6	22%	0	0%	1	4%
5	20%	4	16%	5	20%	2	8%	1	4%	1	4%
6	24%	5	20%	7	28%	3	12%	0	0%	2	8%
1	7%	1	7%	1	7%	0	0%	0	0%	1	7%
1	7%	3	20%	3	20%	1	7%	1	7%	1	7%
8	32%	5	20%	7	28%	7	28%	1	5%	4	16%
4	17%	2	8%	3	13%	5	21%	3	13%	0	0%
23	19%	18	15%	22	18%	16	13%	5	4%	6	4%
24	23%	17	16%	24	23%	20	19%	2	2%	9	9%

P. S. 153, Brooklyn
Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Prin.

COMPARISON GRADE LEVEL PERCENTAGE SCORES
GRADES 2 - 6

Grade XxxXXXX	Year	Class Type*	No. Tested	On or above Grade W.R. No.	W.R. %	Comp. No.	Comp. %	Total No.	Total %
2	1973	M	122	87	71%	87	71%	86	70%
2	1974	M	105	55	52%	54	51%	65	62%
3	1973	Skip Group	110	56	51%	39	35%	47	43%
3	1974	Skip Group	131	86	66%	72	55%	75	57%
4	1973	Skip Group	120	56	47%	59	49%	51	43%
4	1974	Skip Group	116	44	38%	56	48%	47	41%
5	1973	Skip Group	114	56	49%	63	55%	59	52%
5	1974	Skip Group	133	60	45%	74	56%	66	50%
6	1973	Skip Group	130	74	57%	69	53%	68	52%
6	1974	Skip Group	114	61	54%	58	51%	56	50%
School XXXXX Totals	1973		596	329	55%	317	53%	311	52%
	1974		599	306	51%	314	52%	309	52%

*Class Type Key:
H = Heterogeneous
S = Slow
A = Average
G = Gifted

Date April 1973 and April 1974

Between W.K.		Comp.		Total		Poverty		Language		Guidance	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
23	19%	18	15%	22	18%	16	13%	5	4%	6	5%
24	23%	17	16%	24	23%	20	19%	2	2%	9	9%
26	24%	18	16%	26	24%	26	24%	5	5%	11	10%
17	13%	19	15%	26	20%	34	26%	4	3%	6	5%
23	19%	19	15%	29	24%	26	22%	8	7%	6	5%
29	25%	17	15%	29	25%	26	22%	2	2%	9	8%
19	17%	16	14%	19	17%	26	23%	6	5%	10	9%
27	20%	26	20%	29	22%	40	30%	5	4%	10	8%
26	20%	30	23%	26	20%	25	19%	4	3%	10	8%
13	11%	22	19%	23	20%	34	30%	9	8%	8	7%
117	20%	101	17%	122	20%	119	20%	28	5%	43	7%
110	18%	101	17%	131	22%	154	26%	22	4%	42	7%

COMPARISON GRADE LEVEL PERCENTAGE SCORES

GRADE 3

Teacher	Year	Class Type*	No. Tested	On or above Grade 3.7 W.K. No.	W.K. %	Comp. No.	Comp. %	Total No.	Total %
A	4/73	S,	28	9	32%	4	14%	6	21%
A	4/74	G,	27	25	93%	23	92%	24	89%
B	4/73	G,+	27	21	78%	21	78%	21	78%
B	4/74	A_3	27	16	59%	16	59%	14	52%
C	4/73	A	30	11	37%	5	17%	9	30%
C	4/74	S,	26	13	50%	4	15%	8	31%
D	4/73	A	25	15	60%	9	36%	11	44%
D	4/74	G	27	23	85%	24	88%	23	85%
E	4/74	A	24	9	38%	5	21%	6	25%
Grade Total	4/73		110	56	51%	39	35%	47	43%
	4/74		131	86	66%	72	55%	75	57%

*Class Type Key:
M = heterogeneous
S = slow
A = average
G = gifted

Date April 1973 and April 1974

Between 3.1 - 3.6

W.K.		Comp.		Total		Poverty		Language		Guidance	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
10	36%	4	14%	10	36%	10	36%	1	3%	5	18%
0	0%	1	3%	1	3%	7	26%	0	0%	1	3%
2	7%	0	0%	1	3%	5	19%	1	3%	2	7%
8	30%	4	15%	9	33%	4	15%	1	3%	3	11%
10	33%	8	27%	9	30%	6	20%	3	10%	3	10%
5	19%	8	31%	10	38%	7	27%	1	4%	0	0%
4	16%	6	24%	6	24%	5	20%	0	0%	1	4%
2	7%	1	3%	1	3%	4	15%	0	0%	0	0%
2	8%	5	21%	5	21%	12	50%	2	8%	2	8%
26	24%	18	16%	26	24%	26	24%	5	5%	11	10%
17	13%	19	15%	26	20%	34	26%	4	3%	6	5%

COMPARISON GRADE LEVEL PERCENTAGE SCORES

GRADE 4

Teacher	Year	Class Type*	No. Tested	On or abnve Grade 4.7 W.K. No.	W.K. %	Comp. No.	Comp. %	Total No.	Total %
A	4/73	G4	24	13	54%	15	63%	13	54%
B	4/73	S	21	3	14%	5	24%	2	10%
B	4/74	A	29	13	45%	13	45%	13	45%
C	4/73	A2	24	10	42%	8	33%	8	33%
C	4/74	G4	30	14	47%	17	57%	15	50%
D	4/73	A2	25	14	56%	14	56%	12	48%
E	4/73	G	26	16	62%	17	65%	16	62%
F	4/74	A4	29	12	41%	18	62%	14	48%
G	4/74	S	28	5	18%	8	29%	5	18%
Grade Total	4/73		120	56	47%	59	49%	51	43%
	4/74		116	44	38%	56	48%	47	41%

*Class Type Key:
M = heterogeneous
S = slow
A = average
G = gifted

Date April 1973 and April 1974

Between 3.8 - 4.6											
W.K.		Comp.		Total		Poverty		Language		Guidance	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
4	17%	2	8%	4	17%	3	13%	1	4%	1	4%
5	24%	2	10%	6	29%	8	38%	2	10%	1	5%
5	17%	5	17%	6	21%	5	17%	0	0%	2	7%
6	25%	8	33%	9	38%	2	8%	2	8%	1	4%
10	33%	3	10%	8	27%	5	17%	0	0%	2	7%
4	16%	5	20%	5	20%	8	32%	2	8%	1	4%
4	15%	2	8%	5	19%	5	19%	1	4%	2	8%
8	28%	5	17%	8	28%	5	15%	2	7%	4	14%
6	21%	4	14%	7	25%	11	39%	0	0%	1	4%
23	19%	19	16%	29	24%	26	22%	8	7%	6	5%
29	25%	17	15%	29	25%	26	22%	2	2%	9	8%

COMPARISON GRADE LEVEL PERCENTAGE SCORES

GRADE 5

On or above Grade 5.7

Teacher	Year	Class Type*	No. Tested	W.K. No.	W.K. %	Comp. No.	Comp. %	Total No.	Total %
A	4/73	A_3	28	19	68%	21	75%	20	71%
A	4/74	A_2	27	11	41%	14	52%	12	44%
B	4/73	A_x	30	10	33%	13	43%	12	40%
B	4/74	S.	25	3	12%	6	24%	5	20%
C	4/73	G_4	27	23	85%	23	85%	23	85%
C	4/74	G_5	28	20	71%	22	79%	19	68%
D	4/73	S.	29	4	14%	6	21%	4	14%
E	4/74	A_3	26	10	38%	13	50%	11	42%
F	4/74	G_5	27	16	59%	19	70%	19	70%
Grade Total	4/73		114	56	49%	63	55%	59	52%
	4/74		133	60	45%	74	56%	66	50%

*Class Type Key:
M = heterogeneous
S = slow
A = average
G = gifted

Date April 1973 and April 1974

Between 4.8 - 5.6 W.K.		Comp.		Total		Poverty		Language		Guidance	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
5	18%	3	11%	4	14%	4	14%	2	8%	4	14%
4	15%	8	30%	8	30%	11	41%	3	11%	0	0%
10	33%	6	20%	9	30%	6	20%	2	7%	2	7%
7	28%	6	24%	6	24%	14	56%	0	0%	2	8%
2	7%	3	11%	2	7%	6	22%	1	4%	2	7%
4	14%	3	11%	6	21%	4	14%	1	4%	2	7%
2	7%	4	14%	4	14%	10	34%	1	3%	2	7%
6	23%	4	15%	5	19%	7	27%	0	0%	1	4%
6	22%	5	19%	4	15%	4	15%	1	4%	5	19%
19	17%	16	14%	19	17%	26	23%	6	5%	10	9%
27	20%	26	20%	29	22%	40	30%	5	4%	10	8%

COMPARISON GRADE LEVEL PERCENTAGE SCORES

GRADE 6

Teacher	Year	Class Type*	No. Tested	On or abuve Grade 6.7 W.K. No.	W.K. %	Comp. No.	Comp. %	Total No.	Total %
A	4/73	A_2	33	22	67%	17	52%	18	55%
A	4/74	A_3	25	18	72%	14	56%	14	56%
B	4/73	S.	32	4	13%	5	16%	4	13%
B	4/74	G_5	22	15	68%	17	77%	16	73%
C	4/73	A_3	33	18	55%	17	52%	16	48%
C	4/74	A_2	24	7	29%	9	38%	7	29%
D	4/73	G	32	30	94%	30	94%	30	94%
E	4/74	S.	20	1	5%	2	10%	0	0%
F	4/74	G	23	20	87%	16	70%	19	83%
Grade Total	4/73		130	74	57%	69	53%	68	52%
	4/74		114	61	54%	58	51%	56	49%

*Class Type Key:
M = heterogeneous
S = slow
A = average
G = gifted

Date April 1973 and April 1974

Between 5.8 - 6.6											
W.K.		Comp.		Total		Poverty		Language		Guidance	
No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
2	6%	10	30%	7	21%	5	15%	0	0%	1	3%
4	16%	5	20%	8	32%	7	28%	2	8%	1	4%
14	44%	8	25%	8	25%	8	25%	3	9%	5	16%
4	18%	3	14%	3	14%	6	27%	2	9%	0	0%
8	24%	11	33%	10	30%	8	24%	1	3%	2	6%
3	13%	4	17%	6	25%	7	29%	2	8%	4	17%
2	6%	1	3%	1	3%	4	13%	0	0%	2	6%
2	10%	6	30%	5	25%	12	60%	3	15%	1	5%
0	0%	4	17%	1	4%	2	9%	0	0%	2	9%
20	20%	30	23%	26	20%	25	19%	4	3%	10	8%
13	11%	22	19%	23	20%	34	30%	9	8%	8	7%

APPENDIX B

DIAL 21 - GILLIGAN'S ISLAND
T.V. - LANGUAGE ARTS PROGRAM

DIAL 21
GILLIGAN'S ISLAND
TV LANGUAGE ARTS PROGRAM

Presented at Learning Center of the Learning Cooperative

MARCH 18, 1975

BARTELO E. PELUSO
COMMUNITY SUPERINTENDENT

DEMONSTRATING SCHOOL

PUBLIC SCHOOL 153K

PRINCIPAL - LILLIAN DINOFSKY
TEACHER - JANET RESNICK
CLASS - 6 - 406

* * * * * * * * * * *

PANEL PARTICIPANTS

ESTHER A. DIAMOND, DEPUTY SUPERINTENDENT and Supervisor of Program
LILLIAN DINOFSKY, PRINCIPAL
LUCILLE CARLIN, READING CONSULTANT
EDNA ROZOF, READING CONSULTANT
JANET RESNICK, TEACHER

COMMUNITY SCHOOL BOARD - DISTRICT 21

ALLEN H. ZELON, PRESIDENT
SELMA K. APFEL
M. GINGER FREEDMAN
LEONARD J. MAZZARISI
EVELYN J. AQUILA
ABRAHAM COHEN
MARIAN NAGLER
RABBI PHILIP H. SINGER

* *

DIAL 21 - TELEVISION LANGUAGE ARTS - READING PROGRAM

* * * * * * * * * * * * * * * * * * *

Dial 21 is a Television Language Arts-Reading Program which utilizes current television programs to motivate students to learn to communicate and to read. The basic motivational factor is that of capturing the already existing excitement of popular television programs and the utilizing this motivation to help develop Language Arts and Reading Skills.

The procedure is uncomplicated: The children simply watch a videotaped television show on a closed circuit set while following the written script of the program provided to them before the class.

The students not only show "high motivation" to learn to read, but also teachers who are using the system say that their students are showing strong interest in writing.

Teachers re-enforce the basic approach - passing out the scripts to the students giving a brief explanation and turning on the set. There are follow-up lessons, derived from the scripts - how the words are used, what they mean, sentence structure and, occasionally, a discussion of the implications of the plot itself.

There are also short exercises keyed to the programs, reading aloud from the scripts and for some, writing their own scripts.

The program is currently implemented in the following schools in the District:

P. S. 90	P. S. 216
97	248
99	I. S. 96
101	J. H. S. 228
121	281
153	

They are utilizing tapes and scripts from Brian's Song, I Love Lucy, Gilligan's Island, Star Trek, and the Courtship of Eddie's Father. We are constantly widening our scope to meet the interests of pupils and teachers.

We are receiving the materials and guidance from the School District of Philadelphia. "The results are truly amazing," said Dr. Michael P. Marcase, an Assistant Superintendent of Schools who, along with two staff members, Mr. Bernard Solomon and Dr. Michael McAndrews, developed and implemented the program.

"21" is the first district in New York to be involved in the Program as conceived in Philadelphia. We will share as soon as we feel that our teachers are trained and secure enough to have others take up the gauntlet.

* * * * * * * * * * * * * * * * * * *

yh

PUBLIC SCHOOL 153
Brooklyn, New York
District 21

Mrs. Janet Resnick
Demonstrating Teacher
Class 6-406

LESSON PLAN - "GILLIGAN'S ISLAND"

LESSON - No. 14 - "Gilligan's Island", Script Pp. 17, 18.

MATERIALS

1. Video-Tape Recorder
2. Television Set
3. T. V. Script, "Gilligan's Island"
4. Duplicated Synonyms Worksheet
5. Chart of Vocabulary

OBJECTIVES

1. Word Knowledge - Recognition of synonyms, definitions and homographs.
2. Comprehension - Inferences re: character traits through speech and actions.

PROCEDURES

1. Prior to Video Tape set up there will be Pre Test Evaluation. Children will read:

amazed	evident	held dear
speed	bravery	pull by force
together	beauty	grasping

   Elicit synonyms for each and develop concept of synonyms.

2. Elicit brief summary of script read in previous lesson.

3. Pupils will begin script reading - top of page 17. VTR started and "hold" will be used to freeze facial expressions and actions. Through script-skimming and use of VTR, meanings and synonyms will be developed for such words and phrases as:

embarrassed	complimenting
overjoyed	pompous

magnificently attired

4. Pupils will read script for appropriate meanings of homographs: ball, fair. Elicit idea that meaning is shown through the context.

5. Continue combined use of script and VTR to make inferences about the character of the Prince (Mr. Howell) in the dream. Elicit statements that the Prince is "pompous" (from his remarks) and shows "gallantry" (from his actions). Continue to elicit additional words describing the Prince's character.

PROCEDURES (Continued)

6. Question pupils on how mood and action can be determined by the use of music.

7. Vocabulary development will be continued. Children will read lines 45 through 52 while rest of class will view VTR. Elicit meaning of:

obviously	flitters	signaling
pomposity	exotic	elegance
gallantry	simultaneously	dazzled
	wrest	

Find meaning of camera direction, "zoom".

8. Complete reading and viewing of segment to bottom of page 18

SUMMARY

Review concept of synonyms and definitions. Elicit idea that a synonym is a word having the same or nearly the same meaning as another word; a definition is a phrase, or group of words, having the same meaning as a word or another phrase.

FOLLOW-UP

Independent Follow-up

* * * * * * * * * * * * * *

yh

GODFATHER
I shall fix that. I'll take this pumpkin and change it into a horse and a fine carraige to take you to the ball.

37. GODFATHER ROLLS PUMPKIN THROUGH DOOR. WAVES WAND. HEARS BEEP OF CAR.

38. TURNS AROUND EMBARRASSED

GODFATHER
Goofed again

39. PONTS WAND TWICE

GODFATHER (CONTINUING)

HEARS WHINNY.....

I think I'm getting the hang of it. Go and have a ball at the ball.

CINDERELLA
Oh, I shall, fairy godfather, I shall

GODFATHER
Remember, leave before the stroke of midnight.

40. STAY ON CINDERELLA AS SHE HAPPILY HOPS FROM ROOM. TURNS, OVERJOYED, AND WAVES GOODBYE.....

FADE OUT

FADE IN
GRAND AND ELEGANT BALLROOM. PULL IN ON MAGNIFICENTLY ATTIRED COUPLES DANCING. CT KNIGHT OPENING DOOR (WITH TRUMPETS SOUNDING) AS DOOR OPENS REVEALING MR. HOWELL DRESSED AS THE PRINCE.
THE KNIGHT ANNOUNCES.....

KNIGHT
Ladies and Gentlemen.....The Prince

MUSIC UP IN B. G.
41. CT COUPLES BOWING

42. CT THE PRINCE COMPLIMENTING THE KNIGHT

PRINCE
Nice going in there, Shorty.

KNIGHT
My pleasure, Prince.

43. KNIGHT TURNS AND EXITS.

44. CT COUPLES STILL BOWING AS PRINCE WALKS GALLANTLY TOWARDS THE FOUR.

PRINCE
Arise, arise, and be introduced to magnificent me.

STEPMOTHER
My Prince, may I introduce the fair Fredricka.
This my Prince, is the fair Gizelle.

PRINCE
Pretty fair

GIZELLE
Oh, your Highness. I saw you drop this in the parade six months ago (CLUTCHING HANDKERCHIEF TO HEART) and I've cherished it because it belonged to you. I took it home and washed and ironed it. I keep it with me always.

PRINCE
From now on send all my laundry to her.

FREDRICKA
Prince, I have your picture underneath my pillow. I had no idea how handsome you really were.

PRINCE
Well, no pictures do justice to me. No film can capture my beauty. Shall we?

MUSIC UP: TANGO

45. PRINCE THROWS UP HIS ARM AND TAKES HOLD OF FREDRICKA AND BEGINS TO TANGO. HE SHOWS HIS OBVIOUS ROYAL POMPOSITY AND NOBLE GALLANTRY....HE LETS GO OF FREDRICKA AND FLITTERS OVER TO GIZELLE WHERE HE CONTINUES TO DANCE... HE TURNS, JUMPS AND FLITTERS OVER TO CONTINUE WITH FREDRICKA AS THEY DANCE CHEEK TO CHEEK...AFTER GOING. AGAIN. BACK TO GIZELLE...

46. CT CORNER OF ROOM WHERE GODFATHER THEN MAGICALLY APPEARS

47. CT PRINCE BECOMING MORE EXOTIC IN HIS DANCE STEPS AND CONTINUING TO DANCE BUT NOW WITH THE TWO SISTERS SIMULTANEOUSLY. HOLD ON THE THREE WITH DOOR IN B. G. OPENING AS CINDERELLA ENTERS.

48. CT THE THREE LOOKING ASTONISHED

49. CT CINDERELLA - CHANGE TEMPO OF MUSIC - SIGNALING ELEGANÇE AND BEAUTY.

50. CT THREE.....ZOOM IN ON THE PRINCE OBVIOUSLY STAR-STRUCK WITH CINDERELLA'S BEAUTY.

51. CT CINDERELLA AND ZOOM IN SHOWING HER DAZZLED GLANCE NOW FROZEN IN THE PRINCE'S EYES.

52. CT PRINCE AS HE TRIES TO WREST HIS ARMS FREE FROM THE TIGHT HOLD OF THE SISTERS.

PRINCE
Ladies, pardon me.

FREDRICKA
You can't go. We've just started to dance.

53. MUSIC: TEMPO SPEEDS
SISTERS HOLD ON AND BEGIN TO DANCE AS THE GODFATHER LOOKS OVER THE SITUATION, WINDS UP, AND POINTS WAND AT ONE SISTER.

54. WIG IS PULLED OFF FREDRICKA REVEALING HER BALD HEAD. SHE PUTS HER HAND ON HER HEAD AND JUMPS UP AND DOWN SCREAMING.

FREDRICKA
screams.....

55. CT GODFATHER AS HE WINDS UP AND POINTS WAND AT GIZELLE

PUBLIC SCHOOL 153
Brooklyn, New York

Mrs. Janet Resnick
Demonstrating Teacher

Name_____ Date_____

Class_____

SYNONYMS - "Gilligan's Island" - Pp. 17, 18
(Words Having Similar Meanings)

I. Choose a word or phrase from Word Box A that is a synonym for each numbered word or phrase. Put the word or phrase you've chosen in Column A next to the numbered word or phrase.

WORD BOX A

amazed	evident	held dear
speed	bravery	pull by force
together	beauty	grasping

	A	B
1.	Easy to see	
2.	Loved	
3.	Courage	
4.	Surprised	
5.	Holding	
6.	Move rapidly	
7.	Grace	
8.	Turn or Bend off	
9.	At the same time	

STOP

WORD BOX B

zoom	obvious	clutching
astonished	simultaneously	elegance
cherished	wrest	gallantry

II. Fill in each blank with a word from Word Box B

1. The prince shows his royal pomposity and noble_____.
2. The music signaled _____ and beauty.
3. _____ in on the prince obviously star-struck with Cinderella's beauty.
4. The prince tries to _____ his arms free from the tight hold of the sisters.

III. Write your own sentences using any of the words from Word Box B.

_____

_____

_____

_____

_____

APPENDIX C

T.V.- READING - LANGUAGE ARTS PROGRAM
THE PHILADELPHIA STORY
MEMORANDUM NO. 1

P. S. 153K
Brooklyn
School Year 1974-75

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Principal

T. V. - LANGUAGE ARTS PROGRAM

(THE PHILADELPHIA STORY)

Memorandum No. 1

To: Mrs. Ringel, Mrs. Lazar, Mrs. Brown, Mrs. Resnick, Mr. Steinberger, Mrs. Dunn

Below are some of the items we discussed at the first school meeting regarding our new program.

A. Scheduling

1. Program, 4 lessons per week, are to be taken from 4 out of the following 5 periods: 1 Social Studies, 1 Lanaguage Arts, 1 Art, 2 Health Instruction (not P.T.)

2. Teachers will submit new program cards.

3. Tentative school schedule for use of T.V. Tape Recorder

Time	9:00-9:45	9:45-10:30	10:30-11:15	11:15-12:00	1:00-1:45	1:45-2:30	2:15-3:00
Monday	406	403	308	309	402	405	
Tues.	308	402	406	405	403	309	
Wed.	406	402		405	403		
Thurs.	406			308	403		309
Fri.		308	405	309	402		

B. Planning

To reduce the amount of planning:

1. No plans for individuals, small groups(ad hoc).

2. No plans or submissions of products for special school writing projects - i.e. poetry, literature,etc.

3. No plans for machine reading (Hoffman, Mark IV and Controlled Reader).

4. Unit plans for T.V.-L.A. Program (e.g. Economic Geograph of Island Living for Gilligan's Island or Economics of City Living for I Love Lucy can be correlated to, or substitute for, the regular Social Studies curriculum for the grade. Use Social Studies Resource Unit Form.

5. The four lesson plans per week should be written by the team. The fourth lesson, should be a complete period lesson in Comprehension: either main idea, or inference, or details, or sequence.

Lillian R. Dinofsky
Principal

APPENDIX D

LESSON PLANS

Lesson Plan - "Gilligan's Island"
Demonstrating Teacher: *
Mrs. Resnick
P.S. 153, Brooklyn
District 21

Lesson No. 14 - "Gilligan's Island", Script Pp. 17, 18.

Materials
1. Video-Tape Recorder - 1
2. Television set - 1
3. T.V. script, "Gilligan's Island" - 1 each child
4. Duplicated synonyms worksheet - 1 each child
5. Chart of vocabulary - 1

Objectives
A. Word Knowledge
   1. synonyms
   2. homographs
B. Comprehension
   Inferences--1. character portrayal: Prince and Mr. Howell
   2. Use of music-mood setting, action foretelling

Procedure
1. Pre-viewing skill. Have children read and give synonyms for: amazed, speed, together, evident, bravery, beauty, held dear, pull by force, grasping.
2. Ask: "What was happening in the script, yesterday?"
3. Elicit: "Godfather had come; Cinderella was dressed; was given midnight curfew; faced problem of transportation."
4. Direct: "Open script to P. 17. Who is speaking at the top of the page?" (Godfather)
5. Direct: "Read the first part of this page."(Teacher starts V.T.R.)
6. Ask: "Read directions on Pp. 37, 38. Which words show that Godfather was embarrassed?" (Goofed again)
7. Direct: Watch V.T.R. to see the embarrassed facial expression.
8. Direct: "Read directions - line 39"
9. Teacher starts V.T.R. and directs pupils to read from line 39 stop at line 40.
10. Ask: "Which words in the script has a double meaning? How can you tell which meaning of 'ball' is meant? Which has the capital 'B'?"
11. State: "The directions say that Cinderella will hop out of the room. Watch her."
12. State: "Watch for 'overjoyed' and tell me when to stop."
13. Ask: "What does 'magnificantly attired' mean? Look at the V.T.R. and guess"
14. Teacher stops at line 43. Elicit meaning of "complimenting" (Nice going, Shorty")
15. Ask: "Why does the prince call the Knight, 'Shorty'? What does this show about the prince's character?"(pompous)
16. Direct: Read line 44. "What does 'gallantly' mean? Watch how the prince walks."
17. Direct: "Continue reading to the end of P. 17: Which word in this section has more than one meaning"(fair)
18. Direct: "Continue reading to the top of P.18-Stop at 'Music Up'."
19. Direct: Stop reading. Watch the V.T.R. and be ready to tell about the prince's character."
20. Ask: "What can you now say about the prince's character" (high and mighty, shameful, self-righteous)
21. Return to V.T.R. "Ask what does the music tell us?" (There will be a change.)

22. Direct: Read line 45. "What change was there?"(constant motion)
23. Have one child reread line 45 while others are viewing V.T.R.
24. Ask: "what does obviously mean? pomposity?gallantry?flitters?
25. Have one child read line 46 as others view.
26. Have one child read line 47.
27. Have one child read line 47 as others view.
28. Ask: "What does exotic mean? Simultaneously?"
29. Continue procedure 24-28 for script lines 48-52 to elicit vocabulary meaning: signaling, elegance, dazzled, wrest and for camera direction"Zoom".
30. Return to script to line 53.
31. Ask: "A change is going to occur. How does the script let you know?"
32. Read to the end Line 54.
33. Ask: "What did happen?" (Fredricka flipped her wig)
34. View V.T.R. from Lines 52-54.
35. Post Viewing
    a. Review synonym exercise (see Pre-viewing skill-Col. A)
    b. Complete synonym exercise; complete Col. B
    c. Independent follow-up. Item, II and III

* Demonstrated at the Learning Cooperative Conference, March 13, 1975.

P.S. 153 Lessons for "THE COURTSHIP OF EDDIE'S FATHER"
Prepared in Collaboration with Sylvia Lazar, Claire Dunn, Janet Resnick and
Ed Steinberger, Beatrice Ringel

LESSON II : Introduce COLLOQUIAL EXPRESSIONS (put dictionary definition on board)

1. Ask children for their ideas as to what a colloquial expression is.

PRE-VIEWING SKILL:

2. Re-read p. 1 and elicit: p. 1 Yeah p. 2 Huh

3. Introduce chart to be displayed in class and kept as an on=going experience.
COLLOQUIAL EXPRESSIONS

4. View and Read p. 2 (from FADE IN) to Bottom of pg. 3
stop at (DID YOU WIN?"

5. Discuss law suit.

6. VOCABULARY: featuring, Int. (Interior), attache case, procrastinating

7. Add to Colloq. Exp. Chart: 'Cause, OK, Alley-lay-up

8. FIGURE OF SPEECH: to pay off

9. Review Skill: Contractions-- see attached Lesson bottom p. 2--pg. 3

LESSON III : 1. Script p. 4 to bottom p.5

2. Review meaning of o.s. (off stage)

3. Introduce concept of soliloquy by asking children:

"Did you ever talk to yourself?"

4. PREVIEWING SKILL- ask children to form as many words as they can from "ACKNOWLEDGING"

5. To elicit main idea of these pages of script, ask children:

WHAT WAS THE COURT CASE ALL ABOUT?

6. Discuss: The Noble Body of Law
compare definition of noble here and in Giliigan

7. VOCABULARY: pg. 4: soliloquy, facetiously, pondering, reflecting, acknowledging, toast (context)

pg. 5: teleplay, assume, presumptin, hails, rhetoric, lack, treatise, reflect, credentials, civil suit

3

P. S. 153K
Brooklyn
School Year 1974-75

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Prin.

T. V. - LANGUAGE ARTS PROGRAM

(THE PHILADELPHIA STORY)

Memorandum No. 2

To: Mrs. Ringel, Mrs. Lazar, Mrs. Brown, Mrs. Resnick
Mr. Steinberger, Mrs. Dunn.

Subject: EVALUATION

Now that we have administered vocabulary and comprehension tests, we are better able to evaluate the effect, if any, on reading growth. The results may serve as a guide for program adaption. Therefore, please complete the evaluation form below.

Lillian R. Dinofsky
Principal

Mrs. Ringel-Gr.4
Mrs. Lazar-Gr.4
Class 6-4 Teacher Mrs. Resnick-Gr.6 T.V. Program Lucy Date 2/75

Note: Use results of April, 1974 MAT for Grade Level placement.

	COMPREHENSION					WORD KNOWLEDGE					
Grade Level	Totals	100%	75%	50%+	Below	Totals	100%	75%	50%+	Below	Totals
On or Above 3.7 and over 4.7 " " 5.7 " "	30	26	4			28	10	16	2		
1 Yr. Retarded 3.6 - 2.8 4.6 - 3.8 5.6 - 4.8	22	9	10	3		16	2	4	8	2	
2 Yrs.Retarded 2.7 - 1.8 3.7 - 2.8 4.7 - 3.8	20	6	4	9	1	28	3	16	7	2	
Total Reg.	72	41	18	12	1	72	15	36	17	4	

Total Comp. - 80% (75+)
on - 100%
1 yr. - 90%
2 yr. - 50%

Total W.K. - 70% (75+)
on - 90%
1 yr. - 50%
2 yr. 70%

APPENDIX E

T.V. - READING - LANGUAGE ARTS PROGRAM
CRITERION REFERENCED TEST RESULTS
MEMORANDUM NO. 2

P. S. 153K
Brooklyn
School Year 1974-75

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Prin.

T. V. - LANGUAGE ARTS PROGRAM

(THE PHILADELPHIA STORY)

Memorandum No. 2

To: Mrs. Ringel, Mrs. Lazar, Mrs. Brown, Mrs. Resnick
Mr. Steinberger, Mrs. Dunn.

Subject: EVALUATION

Now that we have administered vocabulary and comprehension tests, we are better able to evaluate the effect, if any, on reading growth. The results may serve as a guide for program adaption. Therefore, please complete the evaluation form below.

Lillian R. Dinofsky
Principal

Mrs. Brown -Gr.5
Mr. Steinberger - Gr.5
Class 6-5 Teacher Mrs. Dunn-Gr.6 T.V. Program Gilligan Date 2/75

Note: Use results of April, 1974 MAT for Grade Level placement.

	COMPREHENSION					WORD KNOWLEDGE					
Grade Level	Totals	100%	75%	50%+	Below	Totals	100%	75%	50%+	Below	Totals
On or Above 3.7 and over 4.7 " " 5.7 " "	41	2	35	4	0	29	0	21	8	0	
1 Yr. Retarded 3.6 - 2.8 4.6 - 3.8 5.6 - 4.8	24	0	18	4	1	32	0	5	24	3	
2 Yrs.Retarded 2.7 - 1.8 3.7 - 2.8 4.7 - 3.8	19	1	14	2	1	23	0	3	8	10	
Total Reg.	84	3	67	10	2	84	0	29	40	13	

Comp. - 83% (75+)
on - 90%
1 yr. - 75%
2 yr. - 80%

W.K. - 36% (75+)
on - 73%
1 yr. - 13%
2 yr. 13%

P. S. 153K
Brooklyn
School Year 1974-75

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Prin.

T. V. - LANGUAGE ARTS PROGRAM

(THE PHILADELPHIA STORY)

Memorandum No. 2

To: Mrs. Ringel, Mrs. Lazar, Mrs. Bfown, Mrs. Resnick
Mr. Steinberger, Mrs. Dunn.

Subject: EVALUATION

Now that we have administered vocabulary and comprehension tests, we are better able to evaluate the effect, if any, on reading growth. The results may serve as a guide for program adaption. Therefore, please complete the evaluation form below.

Lillian R. Dinofsky
Principal

Mrs.Ringel-Gr.4
Mrs.Lazar-Gr.4

Class____ Teacher Mrs.Resnick-Gr.6 T.V. Program Gilligan Date 3/75

Note: Use results of April, 1974 MAT for Grade Level placement.

	COMPREHENSION					WORD KNOWLEDGE				
Grade Level	Totals	100%	75%	50%+	Below	Totals	100%	75%	50%+Below	Totals
On or Above 3.7 and over 4.7 " " 5.7 " "	29	26	3			28	20	8		
1 Yr. Retarded 3.6 - 2.8 4.6 - 3.8 5.6 - 4.8	24	13	11			17	7	8	2	
2 Yrs.Retarded 2.7 - 1.8 3.7 - 2.8 4.7 - 3.8	19	8	9	1	1	27	15	6	6	
Total Reg.	72	47	23	1	1	72	42	22	8	

Total Comp. - 97% (75%+)
On - 100%
1 yr. - 100%
2 yrs. - 89%

Total W.K. - 88% (75%+)
On - 100%
1 yr. - 88%
2 yrs. - 77%

P. S. 153K
Brooklyn
School Year 1974-75

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Prin.

T. V. - LANGUAGE ARTS PROGRAM

(THE PHILADELPHIA STORY)

Memorandum No. 2

To: Mrs. Ringel, Mrs. Lazar, Mrs. Brown, Mrs. Resnick
Mr. Steinberger, Mrs. Dunn.

Subject: EVALUATION

Now that we have administered vocabulary and comprehension tests, we are better able to evaluate the effect, if any, on reading growth. The results may serve as a guide for program adaption. Therefore, please complete the evaluation form below.

Lillian R. Dinofsky
Principal

- -

Mrs.Brown-Gr.5
Mr.Steinberger-Gr.5

Class_____ Teacher Mrs.Dunn-Gr.6 T.V. Program Lucy Date 3/75

Note: Use results of April, 1974 MAT for Grade Level placement.

	COMPREHENSION					WORD KNOWLEDGE					
Grade Level	Totals	100%	75%	50%+	Below	Totals	100%	75%	50%+	Below	Totals
On or Above 3.7 and over 4.7 " " 5.7 " "	41	40	1			28	27	1			
1 Yr. Retarded 3.6 - 2.8 4.6 - 3.8 5.6 - 4.8	24	19	3	1	1	32	14	12	5	1	
2 Yrs.Retarded 2.7 - 1.8 3.7 - 2.8 4.7 - 3.8	19	13	2	2		23	9	9	2	3	
Total Reg.	84	72	5	3	1	83	50	22	7	4	

Total Comp. - 92% (75%+)
On - 100%
1 yr. - 92%
2 yrs. - 80%

Total W.K.-93% (75%+)
On - 100%
1 yr. - 81%
2 yrs. - 78%

APPENDIX F

T.V. - READING - LANGUAGE ARTS PROGRAM
PROCESS EVALUATION
MEMORANDUM NO. 3

P. S. 153 K
Brooklyn

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Asst. Principal

T. V. LANGUAGE ARTS PROGRAM
(THE PHILADELPHIA STORY)

Memorandum No. 3

To: Mrs. Ringel, Mrs. Lazar, Mrs. Brown, Mrs. Resnick, Mrs. Dunn, Mr. Steinberger

Subject: Video Process Evaluation

We have now arrived at an instructional pattern which seems to meet the unique needs of this program and the technology. Please use the form below to evaluate the instructional procedures you use. The completed questionnaire is not to be submitted to the office at any time. It is a self-evaluation form for the purpose of improving teaching and, hopefully, resultant learning.

You will note that all items except Item IV questions are unique to the T. V. program. Item IV may obtain for any lesson, in any curriculum area and in any program.

. . . . . .

VIDEO PROCESS EVALUATION
TEACHING QUESTIONNAIRE

I. Lesson Structure. Did this lesson follow the pattern:

A. Previewing exercise?

B. Alternate script reading with television viewing?

C. Post viewing exercise to measure learnings?

II. Lesson Procedure.

A. How often often was the monitor used? (indicate number of times).

1. To assist as a listening aid while children read the script?

2. To clarify:

a. Word meanings?

b. Prove detail, main idea, sequence inference?

3. To achieve the main objective of the lesson?

4. To clarify actor direction?

5. To clarify camera direction?

B. Was the monitor used more often than reading and discussion?

C. ..as most of the lesson time devoted to alternating script reading with television viewing?

III. Lesson Mechanics.

A. Did I return to the video deck on time to start or stop the viewing?

B. Did I divide lesson time equally between listening to individuals read the script and to directing pupil attention to the monitor?

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T. V. LANGUAGE ARTS PROGRAM
(THE PHILADELPHIA STORY)

III. Lesson Mechanics. (continued)

C. Did children do what they were required to do? i.e., watch the monitor, read the script, attend to the discussion?

IV. Questions:

The following questioning procedure is not unique to this program but obtains for any lesson.

A. ..ere my questions: Specific? Clear?

B. ..ere my questions: ..orded succinctly?

C. Were questions alternated between eliciting specific facts to those which require thinking and evaluation? --i.e., an equal number of "what" and "when" (facts) with an equal number of "how" and "why" (thinking and evaluation)?

D. Were children required to prove answers? (through script or monitor?)

E. Were children periodically required to evaluate responses of peers? Did as many "right" as "wrong" answers require proof?

F. Did I avoid:

1. Repeating questions?

2. Repeating responses?

G. Were as many non-volunteers as volunteers called upon to respond to questions?

H. Was any response, or any question, challenged by a child?

I. Did children speak more often than the teachers?

V. General Evaluation.

The above are correct procedures if you can reply "Yes" to each of the questions. The following require your judgment rather than a "yes" or "no" response:

A. This was a good lesson because:

B. This lesson requires improvement in the following areas:

C. I will continue the procedure of:

D. I will try to avoid:

continued

T. V. LANGUAGE ARTS PROGRAM.
(THE PHILADELPHIA STORY)

V. General Evaluation. (continued)

E. The skill selected for instruction was:

1. Appropriate to the script?

2. Appropriate to pupils' needs?

I know because:

F. I know children learned what I wanted to teach because:

G. I could/could not teach this skill most efficiently and effectively through:

_____ this television medium.

_____ another way. Which one?

H. This is/is not a lesson to be demonstrated for colleagues or visitors because:

I. I would/would not like to continue this program because:

APPENDIX G

NORM-REFERENCED TEST RESULT TABLES
METROPOLITAN READING TESTS
APRIL 1974 AND APRIL 1975

TABLE 1

Cell Means, Standard Deviations, and Numbers for Pretest Scores

Sixth Grade

Variable	Group	Mean	SD	N	Group	Mean	SD	N
Word Knowledge	1-Exp.	7.295	1.616	25	1-Control	7.782	1.700	23
Reading	1-Exp.	7.859	1.812	25	1-Control	7.899	2.000	23
Total Reading	1-Exp.	7.507	1.616	25	1-Control	7.856	1.857	23
Word Knowledge	2-Exp.	5.162	0.380	8	2-Control	4.887	0.781	8
Reading	2-Exp.	5.012	0.641	8	2-Control	5.349	0.717	8
Total Reading	2-Exp.	5.062	0.291	8	2-Control	5.099	0.245	8
Word Knowledge	3-Exp.	4.121	0.680	14	3-Control	3.981	0.723	16
Reading	3-Exp.	3.892	0.730	14	3-Control	3.987	0.631	16
Total Reading	3-Exp.	3.985	0.530	14	3-Control	3.974	0.562	16

TABLE 2

Analysis of Variance, Experimental and Control Groups, Pretest Scores

Sixth Grade

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	1	Between	1	2.837	0.989	ns
		Within	46	2.867		
		Total	47			
Reading	1	Between	1	0.020	0.005	ns
		Within	46	3.785		
		Total	47			
Total Reading	1	Between	1	1.456	0.463	ns
		Within	46	3.143		
		Total	47			
Word Knowledge	2	Between	1	0.302	0.700	ns
		Within	14	0.432		
		Total	15			
Reading	2	Between	1	0.455	0.860	ns
		Within	14	0.529		
		Total	15			
Total Reading	2	Between	1	0.005	0.067	ns
		Within	14	0.082		
		Total	15			
Word Knowledge	3	Between	1	0.146	0.276	ns
		Within	28	0.531		
		Total	29			
Reading	3	Between	1	0.067	0.135	ns
		Within	28	0.494		
		Total	29			
Total Reading	3	Between	1	0.000	0.003	ns
		Within	28	0.321		
		Total	29			

TABLE 3

Cell Means, Standard Deviations, and Numbers for Pretest Scores

Fifth Grade

Variable	Group	Mean	SD	N	Group	Mean	SD	N
Word Knowledge	1-Exp.	5.809	0.670	10	1-Control	7.219	1.422	10
Reading	1-Exp.	5.280	0.658	10	1-Control	8.040	1.866	10
Total Reading	1-Exp.	5.390	0.436	10	1-Control	7.939	1.790	10
Word Knowledge	2-Exp.	4.809	1.298	10	2-Control	4.720	0.575	10
Reading	2-Exp.	4.360	0.560	10	2-Control	4.269	0.442	10
Total Reading	2-Exp.	4.290	0.202	10	2-Control	4.419	0.147	10
Word Knowledge	3-Exp.	3.307	0.445	28	3-Control	3.290	0.538	11
Reading	3-Exp.	3.257	0.820	28	3-Control	3.527	0.801	11
Total Reading	3-Exp.	3.189	0.391	28	3-Control	3.318	0.537	11

TABLE 4

Analysis of Variance, Experimental and Control Groups, Pretest Scores

Fifth Grade

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	1	Between	1	9.940	7.236	<.05
		Within	18	1.373		
		Total	19			
Reading	1	Between	1	38.087	17.498	<.05
		Within	18	2.176		
		Total	19			
Total Reading	1	Between	1	32.512	17.236	<.05
		Within	18	1.886		
		Total	19			
Word Knowledge	2	Between	1	0.040	0.036	ns
		Within	18	1.120		
		Total	19			
Reading	2	Between	1	0.040	0.142	ns
		Within	18	0.283		
		Total	19			
Total Reading	2	Between	1	0.084	2.430	ns
		Within	18	0.034		
		Total	19			
Word Knowledge	3	Between	1	0.001	0.008	ns
		Within	37	0.236		
		Total	38			
Reading	3	Between	1	0.575	0.821	ns
		Within	37	0.700		
		Total	38			
Total Reading	3	Between	1	0.131	0.649	ns
		Within	37	0.201		
		Total	38			

TABLE 5

Cell Means, Standard Deviations, and Numbers for Pretest Scores

Fourth Grade

Variable	Group	Mean	SD	N	Group	Mean	SD	N
Word Knowledge	1-Exp.	5.403	1.643	29	1-Control	5.094	1.608	18
Reading	1-Exp.	5.041	1.636	29	1-Control	4.627	1.067	18
Total Reading	1-Exp.	5.303	1.576	29	1-Control	4.688	1.009	18
Word Knowledge	2-Exp.	3.488	0.079	18	2-Control	3.388	0.312	18
Reading	2-Exp.	2.988	0.212	18	2-Control	2.899	0.543	18
Total Reading	2-Exp.	3.255	0.231	18	2-Control	3.155	0.233	18
Word Knowledge	3-Exp.	2.266	0.501	9	3-Control	2.187	0.257	8
Reading	3-Exp.	2.166	0.432	9	3-Control	2.175	0.420	8
Total Reading	3-Exp.	2.155	0.447	9	3-Control	2.150	0.254	8

TABLE 6

Analysis of Variance, Experimental and Control Groups, Pretest Scores

Fourth Grade

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	1	Between	1	1.060	0.382	ns
		Within	45	2.775		
		Total	46			
Reading	1	Between	1	1.899	0.871	ns
		Within	45	2.180		
		Total	46			
Total Reading	1	Between	1	4.194	2.086	ns
		Within	45	2.010		
		Total	46			
Word Knowledge	2	Between	1	0.090	0.958	ns
		Within	34	0.094		
		Total	35			
Reading	2	Between	1	0.071	0.265	ns
		Within	34	0.268		
		Total	35			
Total Reading	2	Between	1	0.090	1.571	ns
		Within	34	0.057		
		Total	35			
Word Knowledge	3	Between	1	0.026	0.142	ns
		Within	15	0.185		
		Total	16			
Reading	3	Between	1	0.000	0.001	ns
		Within	15	0.206		
		Total	16			
Total Reading	3	Between	1	0.000	0.000	ns
		Within	15	0.154		
		Total	16			

TABLE 7

Cell Means, Standard Deviations, and Numbers for Post Test Scores

Sixth Grade

Variable	Group	Mean	SD	N	Group	Mean	SD	N
Word Knowledge	1-Exp.	9.119	1.690	25	1-Control	8.913	2.229	23
Reading	1-Exp.	8.283	1.588	25	1-Control	8.634	2.135	23
Total Reading	1-Exp.	8.723	1.626	25	1-Control	8.843	2.272	23
Word Knowledge	2-Exp.	6.500	0.975	8	2-Control	6.162	1.013	8
Reading	2-Exp.	6.512	0.889	8	2-Control	6.500	0.614	8
Total Reading	2-Exp.	6.387	0.789	8	2-Control	6.250	0.685	8
Word Knowledge	3-Exp.	4.485	1.198	14	3-Control	4.837	0.982	16
Reading	3-Exp.	4.921	1.215	14	3-Control	5.287	1.341	16
Total Reading	3-Exp.	4.657	1.215	14	3-Control	4.993	0.910	16

TABLE 8

Analysis of Variance, Experimental and Control Groups, Post Test Scores

Sixth Grade

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	1	Between	1	0.515	0.127	ns
		Within	46	4.039		
		Total	47			
Reading	1	Between	1	1.474	0.403	ns
		Within	46	3.650		
		Total	47			
Total Reading	1	Between	1	0.174	0.043	ns
		Within	46	4.018		
		Total	47			
Word Knowledge	2	Between	1	0.455	0.402	ns
		Within	14	1.131		
		Total	15			
Reading	2	Between	1	0.000	0.000	ns
		Within	14	0.667		
		Total	15			
Total Reading	2	Between	1	0.075	0.120	ns
		Within	14	0.624		
		Total	15			
Word Knowledge	3	Between	1	0.924	0.727	ns
		Within	28	1.269		
		Total	29			
Reading	3	Between	1	1.000	0.566	ns
		Within	28	1.767		
		Total	29			
Total Reading	3	Between	1	0.845	0.697	ns
		Within	28	1.212		
		Total	29			

TABLE 9

Cell Means, Standard Deviations, and Numbers for Post Test Scores

Fifth Grade

Variable	Group	Mean	SD	N	Group	Mean	SD	N
Word Knowledge	1-Exp.	8.160*		10	1-Control	8.459*		10
Reading	1-Exp.	7.969*		10	1-Control	8.010*		10
Total Reading	1-Exp.	8.545*		10	1-Control	7.794*		10
Word Knowledge	2-Exp.	5.289	1.128	10	2-Control	5.939	0.755	10
Reading	2-Exp.	5.599	0.705	10	2-Control	5.969	0.513	10
Total Reading	2-Exp.	5.379	0.789	10	2-Control	5.859	0.498	10
Word Knowledge	3-Exp.	4.389	0.715	28	3-Control	3.927	0.825	11
Reading	3-Exp.	4.717	0.903	28	3-Control	4.290	0.886	11
Total Reading	3-Exp.	4.521	0.762	28	3-Control	4.063	0.765	11

* Adjusted Means

TABLE 10

Analysis of Covariance/Variance, Experimental and Control Groups, Post Test Scores

Fifth Grade

Analysis of Covariance

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	1	Between	1	0.320	0.133	ns
		Within	17	2.406		
		Total	18			
Reading	1	Between	1	0.004	0.003	ns
		Within	17	1.092		
		Total	18			
Total Reading	1	Between	1	1.443	1.723	ns
		Within	17	0.837		
		Total	18			

Analysis of Variance

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	2	Between	1	2.112	2.062	ns
		Within	18	1.024		
		Total	19			
Reading	2	Between	1	0.684	1.616	ns
		Within	18	0.423		
		Total	19			
Total Reading	2	Between	1	1.152	2.378	ns
		Within	18	0.484		
		Total	19			
Word Knowledge	3	Between	1	1.685	2.857	ns
		Within	37	0.589		
		Total	38			
Reading	3	Between	1	1.439	1.691	ns
		Within	37	0.851		
		Total	38			
Total Reading	3	Between	1	1.654	2.695	ns
		Within	37	0.613		
		Total	38			

TABLE 11

Cell Means, Standard Deviations, and Numbers for Post Test Scores

Fourth Grade

Variable	Group	Mean	SD	N	Group	Mean	SD	N
Word Knowledge	1-Exp.	6.072	1.660	29	1-Control	5.466	1.067	18
Reading	1-Exp.	6.962	2.175	29	1-Control	6.150	1.511	18
Total Reading	1-Exp.	6.555	2.050	29	1-Control	5.783	1.309	18
Word Knowledge	2-Exp.	4.127	0.559	18	2-Control	3.911	0.639	18
Reading	2-Exp.	4.516	1.022	18	2-Control	3.861	0.648	18
Total Reading	2-Exp.	4.222	0.702	18	2-Control	3.838	0.607	18
Word Knowledge	3-Exp.	3.333	0.461	9	3-Control	2.375	0.440	8
Reading	3-Exp.	3.555	1.397	9	3-Control	2.562	0.519	8
Total Reading	3-Exp.	3.555	0.754	9	3-Control	2.375	0.411	8

TABLE 12

Analysis of Variance, Experimental and Control Groups, Post Test Scores

Fourth Grade

Variable	Group	Source	df	Mean Square	F	P
Word Knowledge	1	Between	1	4.077	1.825	ns
		Within	45	2.233		
		Total	46			
Reading	1	Between	1	7.327	1.848	ns
		Within	45	3.964		
		Total	46			
Total Reading	1	Between	1	6.617	1.948	ns
		Within	45	3.395		
		Total	46			
Word Knowledge	2	Between	1	0.422	1.105	ns
		Within	34	0.382		
		Total	35			
Reading	2	Between	1	3.867	4.982	<.05
		Within	34	0.776		
		Total	35			
Total Reading	2	Between	1	1.322	2.897	ns
		Within	34	0.456		
		Total	35			
Word Knowledge	3	Between	1	3.889	16.788	<.05
		Within	15	0.231		
		Total	16			
Reading	3	Between	1	4.176	3.173	ns
		Within	15	1.316		
		Total	16			
Total Reading	3	Between	1	4.072	9.430	<.05
		Within	15	0.431		
		Total	16			

APPENDIX H

CRITERION REFERENCED TESTS
UNIT TESTS

P. S. 153
Brooklyn

Lillian R. Dinofsky, Principal
Sheldon H. Thaler, Assistant Principa

LUCY SUBLETS THE OFFICE - VOCABULARY TEST

Test constructed by Mrs. Beatrice Ringel

1. A script is a ○ play ○ gadget ○ array ○ switch

2. A tycoon is a ○ poor man ○ rich man ○ farmer ○ pupil

3. A tantrum is a ○ flute ○ bill ○ sample ○ fit

4. To increase is to make ○ shorter ○ larger ○ thinner ○ sick

5. To decrease is to make ○ fatter ○ well ○ hotter ○ smaller

6. Meekly means ○ shyly ○ boldly ○ successfully ○ happi

7. Gesturing is ○ flying ○ riffling ○ making expressive movements ○ crying

8. efficiently means ○ poorly done ○ well done ○ secretly ○ shortly

9. A brother-in-law is a ○ relative by marriage ○ son ○ husband ○ grandfather

10. A payroll lists people who have to get ○ fired ○ fumed ○ paid ○ surprised

11. A financial genius is someone smart with ○ toys ○ novelties ○ antics ○ money

12. plaintively means ○ triumphantly ○ pleading ○ fortunately ○ meticulously

13. A captain at the helm of a ship is like a ○ boss ○ ledger ○ pasture ○ transfusion

14. To mimic Lucy is to ○ emphasize her ○ pasteurize her ○ imitate her ○ compliment her

15. A tenant ○ owns the office ○ rents the office ○ builds the office ○ advertises the office

16. Dandy means ○ fine ○ unsatisfactory ○ honest ○ loyal

17. A token is good for ○ farming ○ finalizing ○ tuition ○ streetcar

18. An unusual item is ○ simple ○ different ○ social ○ familiar

19. unsuccessfully means ○ not well done ○ encouragingly ○ efficiently ○ continually

20. A gadget can be a ○ hoe ○ career ○ toy ○ ledger

P. S. 153
Brooklyn

Lillian R. Dinofsky, Principal
Sheldon H. Thaler, Asst. Principal

LUCY SUBLETS THE OFFICE - COMPREHENSION TEST

Test constructed by Mrs. J. Resnick, Mrs. S. Lazar and Mrs. B. Ringe

---

A man carrying a large suitcase entered the office. He wanted to sublet the office space that Lucy had advertised. He told her that he was 'Little Tommy Tucker, the Toy Tycoon' and that he was a distributor for toys, games and novelties.

When Lucy informed him that the rent was seventy-five dollars a month, in advance, he had to look for the money in all his pockets. He even had some money hidden in his shoes.

****

1. From the story we can tell that Little Tommy Tucker

   ○ a. Kept his money in one place

   ○ b. Kept his money in many places

   ○ c. Kept his rent money in the suitcase

   ○ d. Carried a wallet

****

2. The rent was ○ a. $65.00 ○ b. $25.00 ○ c. $75.00 ○ d. $45.00

****

3. One line 5, the word informed means ○ a. told him ○ b. gestured ○ c. impressed him ○ d. threatened him

****

4. Lucy asked that the money be paid ○ a. late in the month ○ b. Before he moved in ○ c. finally ○ d. in bogus bills

****

5. A good title for this story would be ○ a. High Rent ○ b. The New Tenant ○ c. Christmas Toys ○ d. How to Go Into Business

---

The office was transformed into a kiddieland. It is filled with every kind of plaything, toy and gadget. Right at the entrance to the office, there is a kiddie slide, with the slide aimed in to the office. Near the bottom of the slide, there is a wading pool with a couple of inches of water in it, and a few floating toy ducks. There is also a large barrel, a sled on wheels and a huge clown doll.

****

1. The kiddie slide is ○ a. outside ○ b. in the anteroom ○ c. in the basement ○ d. at the entrance to the office.

****

2. What was once an office is now a ○ a. school ○ b. farm ○ c. toy showroom ○ d. flower shop

****

3. It is hard to get into the office because of the large number of ○ a. novelties ○ b. people ○ c. dogs ○ d. ducks

****

4. The best title for this story is ○ a. Pools I love ○ b. Donald Duck ○ c. Tucker's Toys ○ d. Slide Away

****

5. In line 1, the word transformed means ○ a. gyrated ○ b. hit

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Brooklyn

Lillian R. Dinofsky, Principal
Sheldon H. Thaler, Asst. Principal

LUCY SUBLETS THE OFFICE - COMPREHENSION TEST - page 2

Ann liked to pretend that her measly allowance was really a large fortune. Her adolescent foolishness proved to be a problem. One day, while speaking to her gossipy friend Sue, she made the mistake of saying that she was a financial genius. She told Sue that she was able to save enough from her allowance to buy her own motorcycle. Sue, being a gossipy person, spread the word to all the other girls.

When the girls came around to see the new motorcycle, Ann felt ridiculous. She began to sputter words of apology. She tried to act confident, but finally said that it was all a mistake.

****

1. The best title for this story is ○a. Gossipy Friends
○b. The New Motorcycle ○c. Ann Learns a Lesson
○d. Ann, the Financial Genius

2. In line 1, the word measly means ○a. huge ○b. small
○c. happy ○d. old

3. You can guess that ○a. Ann learned her messon
○b. Ann finally bought a motorcycle ○c. Sue was about 10 yrs.old
○d. Sue will not gossip anymore

4. Ann was very smug when she ○a. spoke to the girls
○b. Spoke to Sue ○c. Bought the motorcycle
○d. Proved to be a problem

5. Ann seems to be ○a. a dumb person ○b. a liar
○c. A cyclist ○d. A basically good person

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Brooklyn

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Assistant Prin.

Class _____ Pupil's Name _____

GILLIGAN'S ISLAND FINAL TEST VOCABULARY

Constructed by Mrs. P. Brown, Teacher

1) Startled means a) to begin b) to be surprised
c) to belong d) to be sad

2) Innocently means a) a place to stay b) without guilt
c) powerfully d) money

3) Suspiciously a) curiously b) happily
c) safely d) carefully

4) Sympathetically a) happily b) badly
c) friendly d) a synonym

5) Impetuous a) act hastily b) a pet
c) stupid d) sleepy

6) Obvious a) apparent b) to view
c) to feel ill d) to elevate

7) Wrath a) grapes b) anger c) ring of leaves
d) young

8) Determine a) to find out b) a detour
c) protection d) a speech

9) Sarong a) opinion b) mean c) design
d) a wrap around dress

10) Port hole a) reason b) a dock
c) a window in boat d) a place where ports live

11) Lie detector a) machine to determine truth
b) a machine that tells lies

12) Utilize a) a washing machine b) use c) copy
d) surface

13) Grimace a) to be sad b) to be dirty
c) making a face d) to feel happy

14) Gesture a) an expressive movement b) to make a joke
c) poor d) digest

15) Falsehood a) a lie b) finish c) defend d) catch

16) Designate a) to design b) to choose c) refined
d) excuse

17) Astounded a) surprised b) heard c) a ton
d) section

18) Astonish a) to understand b) to determine
c) to defend d) to surprise

19) Fabrication a) a lie b) to advance
c) a material d) to take

20) Silhouette a) straight b) a profile
c) to be famous d) to fail

21) Apology a) a fruit b) to be sorry c) princely
d) to call

22) Confined a) uniform b) confirmed c) fined
d) limited

23) Ancient a) young b) test c) old d) prepare

24) Enraged a) angry b) region c) aid d) program

25) Exotic a) final and finished b) foreign and fancy
c) fiction and fun d) look and examine

26) Triumphantly a) victory b) trial c) model
d) refuse

27) Grimy a) crime b) dirty c) sneaky d) grim

28) Midget a) overweight b) small person
c) in the middle d) cautious

29) Pleading a) follow b) catch c) beg d) to dive

30) Reveal a) to ask b) slowly c) to show
d) to bother

31) Elaborates a) works hard b) experiments
c) tells in detail d) delicate

32) Obediently a) similar b) carrying out orders
c) quickly d) queer

33) Attire a) part of the car b) clothing
c) sleepy d) a tool

34) Gallant a) a measure of liquid b) girl friend
c) brave d) friendly

35) Cherish a) value highly b) fruit c) neatly
d) careful

36) Simultaneously a) at the same time b) happily
c) carefully d) anxious

37) Coyly a) bashfully b) eagerly c) quickly
d) funny

38) Pomposity a) part of someone's clothing b) forceful
c) self-importance d) release

39) Compatibility a) hateful b) get along well together
c) in sequence d) to hit

40) Misunderstanding a) learning b) beneath c) mistake
d) eagerly

41) Obviously a) easy to understand b) cautiously
c) neatly d) to watch

42) Advance a) to go forward b) to go backwards
c) stay in one place d) sink

43) Curiously a) happily b) secretly c) inquiringly
d) to demolish

44) Embrace a) throw away b) keep c) a cast
d) to hold

45) Desperately a) carelessly b) dangerous
c) bashfully d) sloppy

46) Bruise a) a bully b) to cook c) foolish
d) to injure the skin

47) Dazed a) to become weary b) a type of a fog
c) delighted d) magical

48) Wand a) to desire b) a magic rod c) warm
d) sleepy

49) Dissipated a) fortunate b) serious c) hurt
d) scattered

50) Transformed a) to change b) electric generator
c) clever d) sluggish

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Brooklyn

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Assistant Prin.

Class_____ Pupil's Name_____

GILLIGAN'S ISLAND FINAL TEST COMPREHENSION

Constructed by Mr. E. Steinberger, Teacher

DIRECTIONS: Read the following paragraphs. Sleect the best answer to the questionsbelow. Underline the best answer.

PARAGRAPH I

Mr..and Mrs. Howell are asleep. Mr. Howell is awakened by a terrible nightmare. He has been dreaming that he was walking on thousand dollar bills and his little tootsies were hurting. Mrs. Howell was also having a dream. She dreamt that somebody kissed her on the cheek. Mr. Howell tells her to go back to sleep to find out who it was. As she goes back to sleep Mr. Howell notices something under her pillow. They look at it and find that it is a note to her from a secret admirer. They wonder who can he be.

I. QUESTIONS

1) Why does Mr. Howell have a dream of walking on $1000 bills?

a) his feet hurt b) he has no shoes

c) he is a rich man d) he has many money problems

2) What is the best title for this paragraph?

a) Mr. Howell's Hurting Tootsies b) Gilligan's Island

c) Finding the Note d) How to Write a Note

3) What does the underlined word in the paragraph mean?

a) the name of a horse b) a bad dream

c) a dark night d) a love note

4) What happens after Mrs. Howell tells her husband about her dream?

a) he tells her to go back to sleep

b) he rips up the note c) she starts to cry

d) he takes the situation lightly

5) Where was the note found?

a) on the floor b) in her pocketbook

c) in the drawer d) under her pillow

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Brooklyn

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Assistant Prin.

Class_____ Pupil's Name _____

GILLIGAN'S ISLAND FINAL TEST COMPREHENSION

Constructed by Mr. Steinberger, Teacher

DIRECTIONS: Read the following paragraphs. Select the best answer to the questions. Underline the answer.

PARAGRAPH II

Thurston is discovered as the culprit. He was the person who planted the note. He had no idea that it would get so out of hand. He thought that Mrs. Howell would realize that it was he; because who else could it be? Mr. Howell says, "Well, I mean, after all, Ginger could have a secret admirer. She's a beautiful movie star."

Mrs. Howell becomes insulted and an argument starts. As Mr. Howell apologizes he gets further and further into trouble. Mr. Howell explains that he felt that a woman her age could be amused by receiving a love note.

II. QUESTIONS.

1) What did Mr. Howell mean when he said, "a woman your age?"

a) he meant his wife was old b) he meant Mrs. Howell was only a woman c) he meant she wasn't pretty

d) he meant that he was younger than she was

2) What is the best title for this paragraph?

a) Mrs. Howell's Age b) The Argument

c) Ginger's Admirer d) The Note

3) What does the word culprit mean?

a) an animal b) coyly c) victim

d) guilty person

4) What happens after Thurston is discovered?

a) Ginger has an admirer b) an argument begins

c) Mr. Howell is insulted d) Thurston leaves

5) Why did Mr. Howell plant the note?

a) He thought his wife would be amused

b) He wanted his wife to be a movie star

c) He wanted to insult his wife d) to trap his wife

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Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Assistant Prin.

Class _____ Pupil's Name _____

GILLIGAN'S ISLAND FINAL TEST COMPREHENSION

Constructed by Mr. E. Steinberger, Teacher

DIRECTIONS: Read the following paragraphs. Select the best answer to the questions below. Underline the answer.

PARAGRAPH III

Mrs. Howell falls asleep as the radio is playing the story of Cinderella. The story opens in a dingy storeroom of a once elegant mansion. She dreams that she is Cinderella and is doing Cinderella's undesirable chores.

A knight enters with an invitation to the Prince's Ball. Cinderella begs to go but her stepmother tells her that the invitation is for her beautiful stepsisters. Her stepsisters leave for the ball and as Cinderella is wishing that she could go, her fairy godfather appears. He tells Cinderella that he will arrange for her to go to the ball.

Cinderella arrives at the ball, much to the surprise of her beautiful stepsisters. The prince notices her immediately and starts to dance with her. At the stroke of midnight Cinderella runs away.

III. QUESTIONS

1) Why does Mrs. Howell dream that she is Cinderella?
   a) because she was washing the floors
   b) because she has been made to feel ugly and unloved
   c) because she doesn't have nice clothes
   d) because she wants to be a movie star

2) What is the main idea of this paragraph?
   a) Cinderella and the Ball b) A Dingy House
   c) The Prince's Dance d) Magic by a Fairy Godfather

3) What does the word dingy mean?
   a) stingy b) dark c) radio d) low

4) What happens after the stepsisters leave for the ball?
   a) Cinderella washes the floor
   b) Cinderella plays the radio
   c) the fairy godfather appears as Cinderella is wishing she could go
   d) a knight enters with an invitation

5) What did theprince do when he met Cinderella?
   a) he kissed her b) he stroked the clock
   c) he took her shoe d) he danced with her

I

P. S. 153 K
1974-1975

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Assistant Principal

T. V. - READING - LANGUAGE ARTS PROGRAM - TEACHER'S EVALUATION

(Memorandum No. 4)

In order to evaluate the effectiveness of our T.V. Program and to plan for a more effective approach, please rate each of the items below. Although comments for favorable ratings are unnecessary, please do comment upon a practice which you rate unfavorably. These comments should be a reason for the rating and/or a suggestion for a better practice. Use the

Key for Ratings: 1 = Most Valuable; 2 = Valuable; 3 = Of Some Value; 4 = Of Little Value; 5 = Of No Value

I. Program for Teachers	Rating 1	2	3	4	5	Comments
A. Group-Conference:						
1. Workshop training in use of video-tape.	4	1	1			1.
2. Cooperative lesson planning.	3	3				2.
3. Post demonstration conference.	3	2	1			3.
4. Program implementation	5			1		4.
5. Organization.	5		1			5.
6. Evaluation.						6.
7. Other _____ (indicate, rate, and comment.)						7.
B. Individual Conference with Supervisor:						
1. Lesson preplanning.	4	2				1.
2. Lesson reviewing and editing.	4	1	1			2.
3. Lesson form (format).	6					3.
4. Lesson analysis.	4	1	1			4.
5. Written observational report.		1	3	1	1	5.
6. Other_____ (indicate, rate, and comment.)						6.

T. V. - READING - LANGUAGE ARTS PROGRAM - TEACHER'S EVALUATION

	Rating					Comments
C. Lesson:	1	2	3	4	5	
1. Writing of lessons.	4	2				1.
2. Using lessons written by colleagues.	3	1		1		2.
3. Observing lessons demonstrated by colleagues.	3	2			1	3.
4. Observing a questioning technique demonstrated by a supervisor.	6					4.
5. Using lesson procedure for other subject areas.		1			5	5.
6. Viewing one's own performance on video-tape.	6					6.
7. Using the Teaching Questionnaire (Memorandum No. 3)	4	2				7.
8. Using the Teaching Questionnaire with viewing one's own lesson on video-tape.	4	2				8.
9. Other _____ (indiate, rate, and comment.)						9.
D. Materials:						
1. Appropriate	1	5				1.
2. Accessible	6					2.
3. Effective	4	2	1			3.
4. Other _____ (indicate, rate, and comment.)						4.
E. Teacher Reference:						
1. Curriculum Bulletins						1.
2. Professional Literature	1	1			4	2. INSTRUCTOR - AUGUST-SEPTEMBER 1970
3. Pupils' Books			1	3	2	3.
4. Other _____ (indicate, rate, and comment.)						4. SUPERVISOR

T. V. - READING - LANGUAGE ARTS PROGRAM - TEACHER'S EVALUATION

II. Program for Pupils:	Rating 1	2	3	4	5	Comments
A. Acquisition of knowledge, skills, and concepts for:						
1. On/above grade readers	6					1.
2. Up to 1 year below grade readers	3	2	1			2.
3. More than 1 year below grade readers		4	2			3.
B. Retention of knowledge, skills, and concepts for:						
1. On/above grade readers	6					1.
2. Up to 1 year below grade readers		5	1			2.
3. More than 1 year below grade readers		4	2			3.
C. Increased interest in reading:						
1. On/above grade readers				1	5	1.
2. Up to 1 year below grade readers		2	4			2.
3. More than 1 year below grade readers			3	3		3.
D. Acquisition of related language skills						
1. Reading Research						1.
a. On/above grade readers				5	1	a.
b. Up to 1 year below grade readers				1	5	b.
c. More than 1 year below grade readers					6	c.

D. Acquisition of related language skills: (continued)	Rating 1	2	3	4	5
2. Reporting Skills					
a. Oral					
1) On/above grade readers	6				
2) Up to one year below grade readers	4	2	1		
3) More than 1 year below grade readers	2	2	2		
b. Writing Skills - Expository					
1) On/above grade readers			3		3
2) Up to 1 year below grade readers			1	3	2
3) More than 1 year below grade readers				2	4
c. Writing Skills - Creative					
1) On/above grade readers	6				
2) Up to 1 year below grade readers	5	1			
3) More than 1 year below grade readers	3	2	1		

E. Social-Emotional Reaction
Please comment, do not rate, in this area. Give any evidence which would indicate enthusiasm for, dislike of, boredom with, etc. the program.

III. Parental Reaction:
Please comment. See IIC (above)

Comments

2.
a.
1)
2)
3)
b.
1)
2)
3)
c.
1)
2)
3)

1. T. TRUANT NOW ATTENDS SCHOOL.
E. 2. T. CHILDREN - ALL LEVELS OF LEARNING ability "LOVE" THE PROGRAM.
3. T. CLOSE TO 100% ATTENDANCE OF THE 4 DAYS of program
4. T. USES THREAT OF "NO T.V." TODAY.

III.
CLASS, GRADE, P.A. MEETINGS

IV. Comments:

A. Would you like the present program continued?
1. As it is now? YES - 3 NO - 3
2. With the following modifications:
a. FEWER VISITORS - 2 TEACHERS
b. LESS WORK - 3 TEACHERS
c. FEWER REPORTS - TEST SCORES, QUESTIONNAIRES, etc - 1 teacher
3. With the following additions:
a. Substitute FOR THE BASIC READING PROGRAM
b.
c.

B. Would you like to continue in this program?
1. Yes 5
2. No 0
3. Not certain 1

C. Please add any comments you have regarding the program.

C. "EXCITING", "PUPIL MOTIVATING", etc.

APPENDIX J

PUPIL'S ACTIVITY EXERCISE

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Brooklyn

Lillian R. Dinofsky, Principal
Sheldon H. Thaler, Assistant Principal

GILLIGAN'S ISLAND

INTERPRETING MOOD AND EMOTIONS*

The following words describe emotions:

a. anger	f. embarrassment
b. concern	g. excitement
c. eagerness	h. sorrow
d. jealousy	i. surprise
e. affection	j. annoyance

The following lines from Gilligan's Island reflect the above emotions. Can you match the lines from the script with the emotion the character tried to portray?

1. Mrs. Howell: "I dreamt that somebody kissed me on the cheek."

_____

2. Thurston: "Don't try and bluff me. You're not the shy and innocent boy you pretend to be."

_____

3. Mrs. Howell: "I'm just mad about your last note...you mad, impetuous thing."

_____

4. Maryanne: "Skipper, you do like me better than Ginger, don't you?"

_____

5. Mrs. Howell: "Are you planning to write more love notes?""

_____

6. Stepmother: "Do you have to make so much noise? Why can't you be quiet like your stepsisters?"

_____

7. Cinderella: "Stepmother, Stepmother, why can't I go?"

_____

8. Cinderella: Oh, who are you?"

_____

9. Godfather: "I'm sorry, Cinderella, but I'm kind of new at this.

_____

10. Cinderella: "But how am I going to get there?"

* The School District of Philadelphia, Curriculum and Instruction, Language Arts Reading Program, Gilligan's Island, Suggested Guidelines, pgs. 14-15

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Lillian R. Dinofsky, Principal
Sheldon H. Thaler, Assistant Principal

GILLIGAN'S ISLAND
UNDERSTANDING AND USING FIGURATIVE LANGUAGE *

Choose the answer that best explains the meaning of each sentence:

1. "Well, they were brand new and they were hurting my little tootsies."
   (a) Mr. Howell was walking on tootsie rolls.
   (b) The dollar bills were hurting his feet.
   (c) The dollar bills were hurting Mr. Howell's children.

---

2. "I'm going to thrash you within an inch of your life."

   (a) I'm going to give you a beating!

   (b) I'm going to measure your height.

   (c) I'm going to stand an inch away from you.

---

3. "There, there, sweet prince, your lady-fair understands."

   (a) The lady is fair when they play games.

   (b) The lady is very beautiful and understands.

   (c) The prince and the lady are going to a fair.

---

4. "Whoever he is, he certainly has a crush on you."

   (a) Someone is very strong.
   (b) He is very fond of you.
   (c) You may be hurt in an accident.

---

5. "Sorry, I blew my top."
   (a) Some people blow tops.
   (b) Sorry, I lost my temper.
   (c) My top hat blew away in the wind.

---

6. "I think I'm getting the hang of it."

   (a) Now I understan' how it works.

   (b) Someone is hanging Cinderella.

   (c) The magic wand was a hanger.

* The School District of Philadelphia. Curriculum and Instruction, Language Arts Reading TV Program, Gilligan's Island, Suggested Guidelines, pgs. 12-13

APPENDIX K

QUESTIONNAIRE TO PARENTS PRESENTLY IN THE T.V. - READING - LANGUAGE ARTS PROGRAM

P. S. 153
Brooklyn

Lillian R. Dinofsky, Principal
Sheldon C. Thaler, Assistant Prin.

QUESTIONNAIRE TO PARENTS OF CHILDREN PRESENTLY IN THE T.V. - READING - LANGUAGE ARTS PROGRAM

Dear Parents:

We should like your opinion regarding our T.V.-Reading - Language Arts Program. Would you be kind enough to answer the following questions:

1. Did your child enjoy the program?

136 Yes 10 No 4 Never talked about it

2. Do you think that television viewing should be part of the school day? Why? Yes - 145

Why not? No -5

3. Does your child spend his free time reading

74 more than, 15 less than, 61 same amount as

he did before the school's program began?

4. Does your child spend his free time viewing home television

24 more than, 15 less than, 111 same amount as

he did before the school's T.V. program began?

5. Do you think the school's T.V. Program helped 144 or hurt 3 your child's learning?
How? 3 - No difference

6. Do you think the program should be continued next year:

a) for your child 3

b) for all children 127

c) for special children 20 which special children?

7. Please make any comments you would like about the program, your child's reaction to it, your thoughts about the program, etc.

142 - Favorable
6 - Unfavorable
2 - No comments

Please do not sign this form and do not give your child's name or class. Have your child return theform to his teacher, tomorrow.

Thank you for taking the time to help us evaluate this new program.

Sincerely yours,

Lillian R. Dinofsky

Lillian R. Dinofsky
Principal

APPENDIX L

FILM SLIDES OF THE T.V. - READING - LANGUAGE ARTS PROGRAM

Slide No.	Slide Description
1	Title - "The Philadelphia Story"
2	Pupils, Grade 4 - Reading Scripts and Viewing Video-Tape
3	Pupils, Grade 4 - Answering Questions
4	District Reading Coordinator Visits Grade 5 Class
5	Pupils, Grade 6 - Follow-up Exercise
6	Team Teachers Observing a Colleague's Demonstration
7	Team Confer with Demonstrating Teacher
8	Pupils, Grade 5 - Reading Scripts
9	District Teachers and Supervisor Visit the School
10	Pupils, Grade 6 - Dramatize Section of the Script
11	Another Group of Visiting Teachers
12	Correlating T.V. Program and Map Reading Skills
13	The District's Supervisors and Coordinator Confer with the Practitioner
14	Still Conferring
15	Post-Conference Visit to the Classroom Demonstration
16	Pupils, Grade 5 Film Their Own Television Show
17	Demonstrating at the Learning Cooperative for the City's Superintendents
18	Philadelphia Story - The End

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